6th
LESSON PLAN

StandFor
Evolution

Fly High

5 CLASSES A WEEK

1

LOWER SECONDARY

TEACHER BOOK

PROGRAM OVERVIEW

StandFor Evolution Fly High is an educational solution aimed at Brazilian schools committed to educating bilingual students for the world. It covers all basic education, from pre-primary to secondary education, and it was especially designed with the needs and characteristics of Brazilian students and teachers in mind. Because of this, **StandFor Evolution** aligns its contents with those in other subjects, and therefore with the BNCC whenever possible.

The program seeks to contribute to students' protagonism in the learning process and to make the classroom a space for sharing knowledge in all directions: teacher-students, students-teacher, and student-student. In addition, the development of 21st-century skills permeate the activities proposed in each class.

The **StandFor Evolution Fly High** program features 180 classes (five per week) composed of activities meant to fit into a 40 to 50-minute class. The program covers cross-curricular content and has a language syllabus structured in such a way as to give you the flexibility to organize classes in a sequence that favors students' learning and that adapts to your school's reality and needs.

The program is organized into the following modules:

- >> UNITS ..... 52 classes
- >> CLIL ..... 8 classes
- >> CLIL PROJECTS ..... 8 classes
- >> DIGITAL SCIENCE ..... 3 classes
- >> STEAM ..... 8 classes
- >> STEAM PROJECTS ..... 8 classes
- >> GRAMMAR ..... 8 classes
- >> SPEAKING ..... 16 classes
- >> LISTENING ..... 8 classes
- >> READERS ..... 10 classes
- >> STANDFOR PROJECTS ..... 10 classes
- >> COOPERATIVE ACTIVITIES ..... 4 classes
- >> MUSIC ..... 3 classes
- >> SOCIAL-EMOTIONAL LEARNING ..... 4 classes
- >> REVIEW ..... 4 classes
- >> ASSESSMENT ..... 4 classes
- >> EXAM PRACTICE ..... 8 classes
- >> FREE CLASSES ..... 12 classes
- >> STANDFOR SERVICES ..... 2 classes

MODULES

The **StandFor Evolution Fly High** program offers different kinds of classes organized into modules that bring diversity and dynamism into the classroom. Each module is associated with a different color.

UNITS The language syllabus is the focus of these classes. They focus on the development of four skills: reading, listening, speaking, and writing.

CLIL In these classes, cross-curricular content and language are integrated.

CLIL PROJECTS Students develop two cross-curricular projects that connect content with their daily lives and include language learning. Students create a final product and go through typical project stages to accomplish their goals: planning, production, and evaluation.

DIGITAL SCIENCE With step-by-step instructions, these classes include video lessons introducing science content in accordance with the BNCC.

STEAM In these classes, students have the opportunity to work with content related to the areas of science, technology, engineering, art, and math and develop a project in one class.

STEAM PROJECTS Students are challenged to create products related to the STEAM areas in four classes following a scientific methodology: hypothesis, planning, testing, evaluation, re-testing, final evaluation, and presentation.

READERS These classes include activities that spring from the readings in the two **StandFor Graded Reader** books to promote enjoyment of the stories and reflection about their themes.

STANDFOR PROJECTS In these classes, knowledge is constructed out of group discussions about an issue related to cross-curricular content. The focus is on content, not language.

COOPERATIVE ACTIVITIES These classes review and recycle the language structures and vocabulary learned in the units with fun activities.

MUSIC In these class plans, you are given ideas on how to work with songs in the classroom. Some classes deal with sounds and others give you suggestions for activities and sometimes songs to use with your students.

SOCIAL-EMOTIONAL LEARNING

These video lessons introduce Amber and Nicholas, who talk about teen-relevant issues and invite the students to reflect on their emotional reactions based on their own life experiences.

REVIEW These classes are an opportunity to review content and prepare students for the summative assessment moments.

ASSESSMENT Classes in which different kinds of activities, including a formal test, can be carried out to check on students' progress and questions.

EXAM PRACTICE These classes give students the chance to familiarize themselves with international exams and get ready to take one if they wish to.

STANDFOR SERVICES The **StandFor Team** pays a visit to the school to interact with students and teachers in these classes. This means time for a storytelling activity or an English immersion day with lots of activities.

FREE CLASSES No content is assigned to these classes because they are meant to give you flexibility to include activities of your own, join a school event, or even adjust your calendar. Although the free classes are presented at a certain moment in the program, you are encouraged to make use of them when you deem it most appropriate.

Handbook Units and Extras

Welcome Unit

Consisting of six pages, the Welcome Unit presents activities that allow students to review grammar and vocabulary they have already studied. The activities are well-contextualized and designed in a very user-friendly way.

Units

There are eight units with ten pages each, and each unit is divided into four lessons. A more detailed breakdown of each unit will be given on the following pages.

Review

All eight units have a corresponding one-page review, aimed at reviewing grammar and vocabulary. The eight reviews contain practical activities and a mini-project that are closely related to the main theme of the unit.

CLIL and STEAM Projects

Every two units are followed by either a CLIL or a STEAM project. Both CLIL and STEAM are approaches that engage students by connecting the learning to their own lives. English is just one of the many different abilities students will be challenged to put to use.

Throughout the process of each project, students are invited to get hands on to organize and carry out a sequence of tasks or stages. The final product will be the findings from their research on an initial driving question or their own creative solution to a proposed problem, such as building a stool that supports their weight or creating music to express feelings without using instruments. Their challenge is to reach that goal through collaborative teamwork, using their own strategies and resources. The projects culminate with a student-led production to present their work.

Word Bank

A illustrated glossary with the vocabulary from each unit that students are expected to start using more actively. The **Word Bank's** visual style has been designed to help students associate meaning with images, rather than providing translations. The glossary may also include definitions, synonyms, opposites, etc.

Grammar

Unlike the grammar worked on in the units, here grammar is presented in a deductive way through visual and interactive context related to the unit. The main objective of this section is to allow students to organize what they have been learning and develop their self-study skills.

Workbook

There are four pages of complementary activities for each unit. Closely related to the content developed in each one of the four lessons in the unit, the tasks in the **Workbook** aim at providing students with more opportunities to review and consolidate the unit content. The **Workbook** includes reading, grammar, and vocabulary tasks that may be carried out in class or assigned as homework.

Verb List

This section provides students with a useful list of irregular verbs. The list on this page could be referred to and utilized in different ways: a reference for a written activity, as prompts for a story, as games to help students memorize chunks, etc.

Student A and B

These are activities that provide students with the opportunity to practice recently learned language items and functions while performing an oral task.

Working in pairs, each student reads a different page, A or B, each providing different information. As each student knows something the other needs, the A/B activities foster real interaction and communication, requiring students to authentically exchange information on a specific topic related to the unit.

Stickers and Cutouts

The **Student Handbook** includes include stickers and cutouts. These are an integral part of some unit activities. These bring variety to class materials and motivate students to pay closer attention to the task they are doing.

The pages where students can find the stickers or cutouts are indicated in the relevant activities.

Unit Structure

The **StandFor Evolution Lower Secondary** program is an innovative collection whose urban and alternative design functions as yet another tool to appeal to and engage learners.

Because we understand that a little predictability can be very welcome, the units trace a path that will allow both teachers and students to anticipate, to a certain extent, what they will be working on from lesson to lesson.

There are eight units in each Handbook. All of them consist of a visually attractive opening spread and four lessons of two pages each. Although the four skills are used in every lesson, each of the four lessons in a unit has a main focus on one of the four skills:

- >> **Lesson 1:** Reading
- >> **Lesson 2:** Speaking
- >> **Lesson 3:** Listening
- >> **Lesson 4:** Writing

Opening Pages

All units begin with an attractive double-page spread with:

- >> Non-verbal texts related to the theme of the unit;
- >> The objectives of the unit;
- >> A self-evaluation task.

These pages have been designed to give learners a taste of what they are going to talk about in the unit. The images and the visual impact of the opening spread are intended to engage students' curiosity about the theme and activate their existing knowledge. Although there are different ways you may explore the non-verbal texts, it is important that you suggest tasks that elicit what they already know about the topic. Here are a few suggestions:

- >> Students read the title of the unit and look at the image. Next, they share with a partner three pieces of information they know about the theme of the unit.
- >> In small groups, students take turns describing the image.
- >> Students write a caption for the image.

Another important feature of the opening spread is the list of objectives. There will always be ten objectives per unit. One suggestion for working with these objectives is to ask students to read them and decide which ones they think will be more interesting or more challenging.

When you have finished the unit, students should go back to these pages, read the objectives, and do the self-evaluation task, using the stickers provided.

As a follow-up, talk to students about what can be done to improve the objectives they feel they need to work harder on. Encourage them to make a simple action plan, such as "read an infographic on a theme I particularly like" or "write facts and figures about a theme I particularly like."

Reading

Reading activities may occur in any lesson, but in **Lesson 1** the emphasis is on the development of reading skills. The chosen texts provide students with a wide range of genres and linguistic variants. Some texts are authentic and some have been adapted to make them more comprehensible to students. Whenever this is the case, the original visual presentation of the text is simulated to maintain the structure and characteristics of the genre.

The texts are presented with activities that allow students to analyze the genre, as well as pre, while, and post-reading activities. These may not necessarily be in the Units, however, the **Teacher Book** includes suggestions of how to help students develop their reading strategies.

Some of the reading texts have also been recorded. We recommend that you play the audio when the students first encounter the text in order to foster reading fluency, preventing students from pausing at unfamiliar words, and also to allow them to experience pronunciation features of the language, such as linking and intonation.

Communication

This section appears mostly in **Lesson 2**. The activities in **Communication** aim to develop accuracy in speaking, as opposed to oral fluency and personal expression, which is the primary focus of the activities indicated by the speaking icon. The proposed activities range from more controlled practice (repetition, drills, grammar games, etc.) to less controlled ones (cued-dialogs, A/B activities, etc.), culminating in production (fluency practice in speaking). Suggestions of freer speaking activities are also provided in the **Teacher Book**.

Listening

Just like **Reading**, **Listening** may appear in any of the four lessons. It is in **Lesson 3**, though, that the focus is on the development of listening skills. To ensure the **Student Handbook** offers a great sample of English variants, the speakers come from different regions of the world and they may or may not be native users of the language. In **Lesson 3**, the genre and social function of the text are more relevant than the grammar and images that accompany the tasks. Audio scripts for oral texts are provided in this **Teacher Book**.

Writing

The units culminate with written production in **Lesson 4**. Students will be asked to produce a text belonging to a textual genre. This may be the same genre explored in **Lesson 1** or a different one. Whenever this is the case, the lesson will come with a model text of the same genre so students can explore and analyze its conventions (what it is, who writes it, who is the target reader, why it is written, where it appears, the layout, style, text structure, lexical and grammatical features, etc.).

Students should always be encouraged to follow the steps in their writing process, which include planning, drafting, revising, and writing a final draft. The step-by-step instructions regarding these stages may be suggested on the same page as the proposed task or in the **Teacher Book**. Here are other suggestions you may use with students:

Planning

>> Students brainstorm ideas for their texts orally in large or small groups and make a collaborative mind map.

>> Students make a list of useful vocabulary and grammar items according to the genre or topic of the text.

>> Teacher elicits rubrics for self-assessment and evaluation.

Drafting

>> Students explain to a partner what they plan to put on paper.

>> Students are encouraged to use dictionaries and their books as reference material.

>> Students use rubrics as a checklist while they are writing their texts.

Revising

>> Students read and revise their own text, focusing on the rubrics.

>> Students look critically at a partner's text and make comments based on the rubrics.

>> Students read a partner's texts and make constructive comments on content and form.

Grammar

Grammar is an important feature of learning a language and this section may appear in any of the four lessons. There may also be more than one topic per lesson. Whenever this happens, a new subtitle will be provided. The rule activity will appear in most cases and is an integral part of the section, as it helps students figure out the rules by themselves.

Pronunciation

This section may appear in **Lesson 2** or **3**. It usually provides highly controlled speaking practice. The section may also occur as pre-listening activity in **Lesson 3** in order to warm students up for the oral text or, less frequently, after the listening task as a noticing activity. There may be more than one topic per lesson.

Cross-references

These indicate the page students should go to for more practice or information about a topic. There are cross-references to:

>> Review

>> Workbook

>> Grammar

>> Word Bank

QR Codes

These enable students to have easy and quick access to a number of videos presented by Amber and Nicholas. There are four QR codes in each Handbook.

Boxes

TIP(S)

This section may present general tips on grammar, vocabulary, pronunciation, or more detailed information about a topic, such as the metric equivalent to one foot.

THINK TANK

Students are asked questions that encourage them to engage in critical thinking activities, which may involve expressing opinions appropriately or answering a question that raises their awareness of their language or culture.

This box provides cultural tips and information to expand students' knowledge of a topic, such as an artist or other cultural element mentioned in a text.

Rule

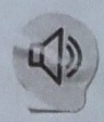
Grammatical or lexical rules are presented through inductive activities in the **Grammar** or **Vocabulary** sections.

SOCIAL-EMOTIONAL LEARNING (SEL)

Students are asked to consider their social and emotional responses. These may involve raising their self-awareness or discussing responsible decision-making, among others. Tolerance and inclusion, freedom and responsibility are some of the values students are encouraged to think about and discuss.

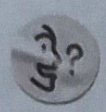
Icons

The following icons indicate the type of activity students will be engaged in.


Audio


Speaking


Stickers


Language Variation


Cutouts


Write in your notebook

FLEXIBLE PROGRAM

Although the class plans in this **Teacher Book** come in a pre-determined sequence, there are many other possible sequences in which the classes can the arranged. To make the reorganization of the material possible, each class was designed to be used regardless of what class came before or after. In addition, we created a **class heading** so that you can number your classes in the order that best suits your objectives and your institution's.

CLASS

Program Planning

In order to illustrate how the flexible program works, we provided two program options. Once you understand how the program works, you can create your own program if you like.

Program A

The class plans in this **Teacher Book** are organized interposing the language syllabus and the other diverse modules. A possible word to describe this program could be "mixed." This order will suit the teacher who doesn't like monotony and enjoys variety and diversity in the weekly schedule.

Program B

In this program the modules and units follow each other in complete mini-cycles. This sequencing will best suit the teacher who enjoys the regularity of cycles with clear beginnings and endings.

If you choose to follow this sequence, you can use the **class heading** on the top right of each class plan to write the number of the class in the proposed sequence to orient yourself.

Your Program

If you would like to personalize a program to your specific needs and teaching style, there is a blank annual program template available at Soulonica.com.br for you to customize your own **StandFor Evolution** annual program. You can use the **class heading** on the top right of each class plan to write the number of the class in the proposed sequence to orient yourself.

Program A 6th

FIRST TRIMESTER

FIRST BIMESTER

WEEK 1	Class 1	WELCOME, Lesson 1
	Class 2	WELCOME, Lesson 2
	Class 3	UNIT 1, Lesson 1
	Class 4	UNIT 1, Lesson 2
	Class 5	GRAMMAR, Unit 1 • Verb **be** | Long Forms and Contractions
WEEK 2	Class 6	LISTENING, Unit 1 • Bye Bye Plastic Bags
	Class 7	UNIT 1, Lesson 3
	Class 8	STANDFOR PROJECT, *Cleaning up the Oceans* | Part 1
	Class 9	STANDFOR PROJECT, *Cleaning up the Oceans* | Part 2
	Class 10	UNIT 1, Lesson 4 | Part 1
WEEK 3	Class 11	UNIT 1, Lesson 4 | Part 2
	Class 12	STANDFOR PROJECT, *Cleaning up the Oceans* | Part 3
	Class 13	STANDFOR PROJECT, *Cleaning up the Oceans* | Part 4
	Class 14	STANDFOR PROJECT, *Cleaning up the Oceans* | Part 5
	Class 15	SPEAKING, Unit 1 • Personal Information
WEEK 4	Class 16	SPEAKING, Unit 1 • Hobbies
	Class 17	CLIL, Unit 1 • Plastic in the Oceans
	Class 18	STEAM, Unit 1 • Cubism
	Class 19	SOCIAL-EMOTIONAL LEARNING, Unit 1 • *Our Languages* Channel
	Class 20	FREE CLASS
WEEK 5	Class 21	FREE CLASS
	Class 22	UNIT 2, Lesson 1 | Part 1
	Class 23	UNIT 2, Lesson 1 | Part 2
	Class 24	UNIT 2, Lesson 2 | Part 1
	Class 25	UNIT 2, Lesson 2 | Part 2
WEEK 6	Class 26	LISTENING, Unit 2 • Time
	Class 27	UNIT 2, Lesson 3
	Class 28	GRAMMAR, Unit 2 • Wh-questions / Simple Present
	Class 29	UNIT 2, Lesson 4
	Class 30	SPEAKING, Unit 2 • Time
WEEK 7	Class 31	SPEAKING, Unit 2 • Habits and Routines
	Class 32	CLIL, Unit 2 • Measuring Time
	Class 33	STEAM, Unit 2 • Gadgets
	Class 34	REVIEW, Units 1-2
	Class 35	ASSESSMENT, Units 1-2
WEEK 8	Class 36	MUSIC, Self-introduction, Rhythm, and Rhyming
	Class 37	COOPERATIVE ACTIVITY, Team Work
	Class 38	EXAM PRACTICE, Unit 1
	Class 39	EXAM PRACTICE, Unit 2
	Class 40	FREE CLASS
WEEK 9	Class 41	UNIT 3, Lesson 1
	Class 42	UNIT 3, Lesson 2 | Part 1
	Class 43	LISTENING, Unit 3 • Houses
	Class 44	READERS, *Festivals* | Part 1
	Class 45	READERS, *Festivals* | Part 2

6th

FIRST TRIMESTER

SECOND TRIMESTER

SECOND BIMESTER

WEEK 10	Class 46	UNIT 3, Lesson 2 | Part 2
	Class 47	GRAMMAR, Unit 3 • **There to Be** / Definite Article (**a/an**)
	Class 48	UNIT 3, Lesson 3 | Part 1
	Class 49	READERS, *Festivals* | Part 3
	Class 50	READERS, *Festivals* | Part 4
WEEK 11	Class 51	UNIT 3, Lesson 3 | Part 2
	Class 52	UNIT 3, Lesson 4
	Class 53	READERS, *Festivals* | Part 5
	Class 54	SPEAKING, Unit 3 • Floor Plan
	Class 55	SPEAKING, Unit 3 • Places in the House
WEEK 12	Class 56	CLIL, Unit 3 • Cities and the Environment
	Class 57	STEAM, Unit 3 • Scale Model
	Class 58	FREE CLASS
	Class 59	FREE CLASS
	Class 60	UNIT 4, Lesson 1 | Part 1
WEEK 13	Class 61	UNIT 4, Lesson 1 | Part 2
	Class 62	UNIT 4, Lesson 2
	Class 63	UNIT 4, Lesson 3 | Part 1
	Class 64	LISTENING, Unit 4 • Cosplay
	Class 65	UNIT 4, Lesson 3 | Part 2
WEEK 14	Class 66	GRAMMAR, Unit 4 • Possessive Adjectives, Subject, and Object Pronouns
	Class 67	UNIT 4, Lesson 4
	Class 68	SPEAKING, Unit 4 • Personal Life and Family
	Class 69	SPEAKING, Unit 4 • Innovation Fair
	Class 70	CLIL, Unit 4 • Historical Sources
WEEK 15	Class 71	STEAM, Unit 4 • Animals
	Class 72	REVIEW, Units 3-4
	Class 73	ASSESSMENT, Units 3-4
	Class 74	STANDFOR SERVICES
	Class 75	COOPERATIVE ACTIVITY, A 3D Shape
WEEK 16	Class 76	EXAM PRACTICE, Unit 3
	Class 77	EXAM PRACTICE, Unit 4
	Class 78	CLIL PROJECT – Where Is English Spoken? – Part 1
	Class 79	CLIL PROJECT – Where Is English Spoken? – Part 2
	Class 80	CLIL PROJECT – Where Is English Spoken? – Part 3
WEEK 17	Class 81	CLIL PROJECT – Where Is English Spoken? – Part 4
	Class 82	STEAM PROJECT – Cardboard Stool Challenge – Part 1
	Class 83	STEAM PROJECT – Cardboard Stool Challenge – Part 2
	Class 84	STEAM PROJECT – Cardboard Stool Challenge – Part 3
	Class 85	STEAM PROJECT – Cardboard Stool Challenge – Part 4
WEEK 18	Class 86	FREE CLASS
	Class 87	UNIT 5, Lesson 1 | Part 1
	Class 88	UNIT 5, Lesson 1 | Part 2
	Class 89	UNIT 5, Lesson 2 | Part 1
	Class 90	UNIT 5, Lesson 2 | Part 2

SECOND TRIMESTER

THIRD BIMESTER

THIRD TRIMESTER

WEEK 19	Class 91	GRAMMAR, Unit 5 • Present Progressive and Time Expressions
	Class 92	LISTENING, Unit 5 • Quinkan Cultural Centre
	Class 93	UNIT 5, Lesson 3 | Part 1
	Class 94	UNIT 5, Lesson 3 | Part 2
	Class 95	SPEAKING, Unit 5 • Painting
WEEK 20	Class 96	SPEAKING, Unit 5 • Street Art
	Class 97	UNIT 5, Lesson 4
	Class 98	CLIL, Unit 5 • Careers in the Arts
	Class 99	STEAM, Unit 5 • Recreate a Painting
	Class 100	SOCIAL-EMOTIONAL LEARNING, Unit 5 • Bad Art
WEEK 21	Class 101	FREE CLASS
	Class 102	FREE CLASS
	Class 103	UNIT 6, Lesson 1
	Class 104	UNIT 6, Lesson 2 | Part 1
	Class 105	READERS, *The Phantom of the Opera* | Part 1
WEEK 22	Class 106	READERS, *The Phantom of the Opera* | Part 2
	Class 107	UNIT 6, Lesson 2 | Part 2
	Class 108	LISTENING, Unit 6 • The Musical Genre Challenge
	Class 109	UNIT 6, Lesson 3
	Class 110	READERS, *The Phantom of the Opera* | Part 3
WEEK 23	Class 111	READERS, *The Phantom of the Opera* | Part 4
	Class 112	UNIT 6, Lesson 4 | Part 1
	Class 113	GRAMMAR, Unit 6 • Modals **Can** & **Could** | Permission and Abilities
	Class 114	UNIT 6, Lesson 4 | Part 2
	Class 115	READERS, *The Phantom of the Opera* | Part 5
WEEK 24	Class 116	SPEAKING, Unit 6 • Music
	Class 117	SPEAKING, Unit 6 • Music Habits
	Class 118	CLIL, Unit 6 • Music and the Brain
	Class 119	STEAM, Unit 6 • Music
	Class 120	SOCIAL-EMOTIONAL LEARNING, Unit 6 • Music As Identity
WEEK 25	Class 121	REVIEW, Units 5-6
	Class 122	ASSESSMENT, Units 5-6
	Class 123	MUSIC, Predict the Song
	Class 124	COOPERATIVE ACTIVITY, Give Directions and Describe Things
	Class 125	EXAM PRACTICE, Unit 5
WEEK 26	Class 126	EXAM PRACTICE, Unit 6
	Class 127	FREE CLASS
	Class 128	UNIT 7, Lesson 1 | Part 1
	Class 129	UNIT 7, Lesson 1 | Part 2
	Class 130	UNIT 7, Lesson 2 | Part 1
WEEK 27	Class 131	LISTENING, Unit 7 • Moonwalk Dance
	Class 132	STANDFOR PROJECT, *Dance* | Part 1
	Class 133	STANDFOR PROJECT, *Dance* | Part 2
	Class 134	UNIT 7, Lesson 2 | Part 2
	Class 135	UNIT 7, Lesson 3 | Part 1

PEDAGOGICAL APPROACH

The job of an English teacher has changed immensely in the past decade. We have been dealing with students who are far more connected with what happens around them and who have more and more exposure to English thanks to easier and quicker access to the internet and various podcasts, tutorials, and streaming services.

Working with students whose ages range from 11 to 14 will certainly demand a huge effort to keep them focused and engaged in class. Unless, of course, we look at students as active agents of their own learning. This is at the core of the pedagogical reasoning that guides this collection. "Protagonism" and "engagement" are key words, and you will certainly notice this as you begin working with the material we have so carefully prepared.

When looking up the meaning of the word "protagonism," we are almost immediately referred to the noun "protagonist:" the actions and qualities of a protagonist. Protagonists are closely related to the development of a given situation – they are the main character in a play, movie, or novel. They are the leading or principal figure. But a classroom is definitely not a work of fiction. How, then, can we deal with more than 10, 20, or 30 protagonists in a classroom? What kind of learning environment must we provide in order to have students take the lead? Which approaches, projects, and activities will be more conducive to the active and motivating engagement of learners?

Here are some of the concepts we have turned to in order to address the challenge of finding possible solutions for such powerful driving questions.

Relevance of Themes and Topics

The main topics, explored in the units through engaging oral and written texts as well as questions and prompts in boxes such as **Think Tank** and **SEL**, aim to encourage a more critical approach to the issues in question. The topics selected include diversity, the environment, technology, arts, literature, society, and communication, among others. By and large, besides lending themselves to the constant development of English learning and bringing the knowledge produced in the world closer to the students, these topics provide students with opportunities to put into practice essential cognitive and social aspects such as critical thinking, reflections on citizenship, and greater awareness of social and emotional abilities.

Multiliteracies and Multimodality

Living in a multimodal world and being constantly surrounded by diverse modes of communication, which include verbal and non-verbal texts, ads, articles, songs, music, videos, animations, paintings, signs, and colors, students will benefit from the focus given to multimodality in **StandFor Evolution Lower Secondary**. This collection acts, in many ways, as a springboard to the analysis and exploration of different text genres and types of language, such as images, oral and written texts, design elements, and other multimodal features to which we are continuously exposed.

The concept of multiliteracy was coined in the 90s by the New London Group, a group of researchers that included linguists and educators. If at first the original focus of literacy was basically reading and writing, multiliteracy expanded that to the development of learners' comprehension of multimodal texts as well as empowering them as producers of such texts.

Starting from the question "What is appropriate for all (students) in the context of the ever more critical factors of local diversity and global connectedness?", two multiplicities have been incorporated into the concept of multiliteracy by the New London Group:

- The diversity and multiplicity of languages and media;
- The diversity and multiplicity of local culture characteristic of local populations, as opposed to global culture.

The pedagogical approach of multiliteracies brings diversity of cultural, linguistic, technological, and communicative aspects to the classroom. Also, it situates the students' personal experiences and their previous knowledge as key elements in their learning process. This approach provides students with the possibility of a practical transformation as they are encouraged to apply what they have learned so far in their life. This way, as learners come into contact with a great variety of text genres and activities that promote new relations and dialogs in their life, that old image of a student's brain being an empty receptacle becomes even more obsolete.

More than mere consumers of shared knowledge, students are encouraged to appreciate diversity and develop their skills so they can participate and cooperate more democratically in this multimodal world through the use of new technologies.

The verbal and non-verbal texts included in this collection aim to represent a wide range of communities that use English to communicate, not only the ones that use English as a mother tongue or second language. Our objective here is to promote intercultural learning and raise awareness of the many different variants of English. These are important components of multiliteracies.

Digital Literacy

As we want a book that also engages students through the language used on the internet and social media, another key feature in this program is its digital component. The collection has been developed with an eye to connecting students to the challenges we face in our digital era. According to the ALA (American Library Association), "digital literacy" is defined as "the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills" (Heitin, 2019).

We go along with this definition and believe that even though students were born in the Digital Era, they need room to develop the skills and strategies that will allow them to become digital citizens. An effort has been made to provide students with tools and activities that will more closely connect them to the digital era they live in and, as we have seen, this goes beyond naively accessing publications on the internet.

Hiller Spires, professor of Education and Technology at the University of North Carolina, considers three main points in digital literacy:

- Finding and consuming digital content;
- Creating digital content;
- Communicating or sharing this content.

In other words, digital literacy is closely related to the students' ability to search for, evaluate, and produce content on different digital platforms. Not far from the concept of multiliteracy and critical thinking, digital literacy is gaining more and more importance in education for the role it plays in this learning stage of students.

We believe we can contribute to this learning by providing activities that encourage the critical use and production of digital content, digital interaction, and game-based learning. This will occur through the design and use of digital content through apps, the internet, videos, and social network.

English as a Lingua Franca (ELF)

Looking at English as a lingua franca – a language which allows people from across the globe and diverse language backgrounds to have access to what is being internationally produced in

terms of cultural, academic, and scientific knowledge – and, at the same time, a language that enables us to communicate with one another even when our first or second languages are very different, provides us with the understanding and respect for the diversity we live in.

Considering the teaching and learning of English as creating common ground for appreciating other points of view may represent an invaluable experience for those of us who believe we have a role in the social, cognitive, and affective development of students. In short, enabling students to use English as a resource for their comprehension and active participation in a world that has been communicating more and more intensely in this language is undoubtedly a privilege.

This collection is permeated by the concept of ELF. This is clearly seen in the selection of texts, audio, and images from a variety of communities across the globe that communicate in English, and not only the ones that have English as mother tongue (L1) or those where English is a language of prestige. Whenever relevant, we will point out some variants in the use of English.

Finally, although we do encourage and promote the use of English in class whenever possible, the use of students' first language doesn't have to be frowned upon or avoided at all costs. After all, they may resort to it in order to establish new connections between both languages.

Critical Thinking

Critical thinking appears in different ways in ELT (English Language Teaching). In this collection, it will be reflected not only in the choice of topics that lead to reflection, but it will also be developed in activities that promote the abilities of synthetizing, analyzing, reasoning, understanding, applying, creating, and evaluating, which are elements of high-order thinking skills. These skills will be approached in the **Think Tank** box in particular.

These are the areas of critical thinking which will be explored in the collection:

- >> Analyzing;
- >> Applying standards;
- >> Discriminating;
- >> Information seeking;
- >> Logical reasoning;
- >> Predicting;
- >> Transforming knowledge;
- >> Identifying biases;
- >> Inference;
- >> Determining relevance;
- >> Curiosity;
- >> Evaluation;
- >> Self-regulation;
- >> Interpretation;
- >> Explanation.

CLIL & STEAM

Another good vehicle for the development of critical thinking skills in this collection is the presence of two CLIL (Content and Language Integrated Learning) and two STEAM (Science, Technology, Engineering, Arts, and Math) projects in each Handbook. These projects are clearly sequenced, foment interdisciplinarity, and allow students to work collaboratively in a group. Students are encouraged to use their creativity, considering different possibilities to answer a question or face a challenge, and to put different abilities, previous knowledge, and special talents into practice in order to reach a final common goal.

While CLIL consists of teaching both content and language, it also creates the conditions for the development of other cognitive skills, such as problem-solving, planning, and decision-making. In other words, students may be encouraged to do some research on a specific topic to learn more about it (content), English may be used as a tool to gather and communicate new information and achievement of a final goal (language skills), and students may be deciding together how to best communicate their findings in an infographic (cognitive skills), all of which occur in an integrated way. To encourage critical thinking, you may ask students some questions as they are developing their work, such as "what are your sources?" and "what other ways are there of accomplishing this?"

STEAM is an integrated approach that presents students with a challenge that may appear to have little to do with what they know or have done so far in class. Facing this challenge,

> Social and Emotional Learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (CASEL, n.d.)

They have identified five core competencies in SEL that can be helpful for teachers when planning and applying them in their lessons. These are:

- **Self-awareness:** the ability to recognize our feelings, strengths, and limitations, being optimistic and confident.
- **Self-management:** the ability to manage stress, control impulses, and become motivated.
- **Social awareness:** the ability to develop empathy towards people from the same and different cultural backgrounds.
- **Relationship skills:** the ability to communicate clearly, listen carefully, and cooperate.
- **Responsible decision-making:** the ability to make positive and constructive choices in individual lives and social interactions.

In addition to considering the CASEL framework when choosing the competences and developing SEL, we also have drawn upon Social and Emotional Skills as described by the Organisation for Economic Co-operation and Development (OECD, n.d.). As explained by this organization:

> 'Social and emotional skills' refer to the abilities to regulate one's thoughts, emotions and behaviour. These skills differ from cognitive abilities such as literacy or numeracy because they mainly concern how people manage their emotions, perceive themselves and engage with others, rather than indicating their raw ability to process information. (OECD, n.d., p. 4)

In 2017, the OECD launched a study on social and emotional skills, which draws on the Big Five model — a well-established framework for social and emotional learning —, and included other "compound skills" (OECD, n.d., p. 5). The framework used by OECD can also be useful for teachers when addressing social and emotional skills with their students, and it is summarized ahead:

Domains	Skills
Task performance	achievement orientation, responsibility, self-control, persistence
Emotion regulation	stress resistance, optimism, emotional control
Collaboration	empathy, trust, cooperation
Open-mindedness	curiosity, tolerance, creativity
Engagement with others	sociability, assertiveness, energy
Compound skills	self-efficacy, critical thinking/independence, self-reflection/meta-cognition

It is worth mentioning that the social and emotional skills addressed throughout the series are also in line with the General Competencies established in the BNCC. These General Competencies includes, among others: collaborating to building a fair, democratic, and inclusive society; being curious about the world; proposing solutions; being sensible (value different artistic manifestations); valuing diversity in various aspects; expressing ideas clearly, being ethical regarding oneself, others and the planet; developing self-consciousness and self-criticism; managing frustrations; developing empathy, dialogue, and conflict resolution; being responsible individually and collectively.

The whole process should be evaluated in order to obtain significant, valid, and reliable data. So, apart from the content of the course, we need to evaluate:

- The children: their participation in activities, their interest in carrying out activities, their attitude towards their classmates, their work, such as drawings, take home pages ...
- The teacher: their pedagogical practices, classroom techniques, materials used in the classroom, their attitude towards the children.

few. At the same time, an extensive reading program can also be adjusted to classroom purposes in order to introduce reading strategies of comprehension, further practice of new vocabulary, and even controlled oral practice of grammatical structures. In short, graded readers can be perfectly used for intensive reading practices. However, it is very important to find a balance between the two approaches. After all, we do not want our students to get bored and tired of reading, and we especially want to avoid the feeling that taking a book home means simply extending the very same tasks they do in the classroom. If we want this balance to work, we must first understand the concepts behind Intensive and Extensive Reading, as well as what each involves in terms of our role as teachers. Our ultimate goal is to provide opportunities to fully explore each story so that students experience reading as it is meant to be: meaningful and unforgettable.

Nation (2009, p. 25-60) makes a very important point when he defines reading as both a "source of learning and a source of enjoyment." When we think about language teaching, it is usually the learning-through-reading approach that takes place in the classroom (intensive reading). Enjoyment and pleasure from reading can also happen in the classroom when teachers include an extensive reading (ER) program. Such a program includes practices like bringing readers into the classroom, encouraging students to take books home, and preparing lessons in which they have the opportunity to discuss and present their ideas about the stories. Nation also states that ER in a language program has to do with both meaning-focused input and fluency development, depending on the level of the book and the learner. It differs from intensive reading (IR) in terms of purpose, as IR aims to teach language and vocabulary by providing students with texts that convey form-focused content. Therefore, through reading students learn new words and structures and explore the formal aspects of a text. In other words, IR is what we do in our English classes by using texts from course books and materials designed to teach the language. ER, on the other hand, aims to develop the fluency students need in order to be able to read materials of their choice for pleasure.

According to Day and Bamford (2004), some important ER features include:

- >> a good quantity of books: the more the better;
- >> focus on fluency, not on language features;
- >> very small number of unknown words: the book should be at the student's language level;
- >> use of enjoyable and relevant titles;
- >> independence: students read silently and individually.

Having stated the differences between the two approaches, we might wonder how it is possible to practice the principles of ER with learners who are just beginning their adventures in a second language. In fact, it can be quite a challenge to use graded readers exactly the way an ER program should work. And the reason is simple: neither the language needed to perform such a task, nor the skills necessary to be a fluent reader have been mastered yet. In addition, not only does reading consist of the recoding and recognition of letters and words, it also involves making connections between the reader's knowledge of the world and the content of the text. In this case, ER serves mostly the purpose of exposing learners to books which are enjoyable, and it makes room for the exploration of many other aspects of learning a language simply by presenting students with a broad range of activities and projects based on the topic of the book. Another reason to adjust the expectations of ER is that, although ideally the books should be as close as possible to the learner's current language level and lexical knowledge, reality shows that it is virtually impossible to reach every student's language level without making it too easy for some and too difficult for others. That is why our aim is to engage students in the habit of reading for pleasure while at the same time developing language and expanding the topics of

the book by embracing a broader view of learning, which includes cross-curricular features and further work on values embedded in the stories.

We hope that, by reading two books per year with the guided help of the teacher, students will be able to develop their language at the same time that they embrace the habit of reading for fun. Therefore, our job as teachers is to provide students with the tools and resources they will need to make their experience closer to what ER should be like: meaning-focused, independent, and fun. In order to make this happen, it is important to select a variety of titles that present different topics, which will in turn be expanded to other discussions and projects, where students will be able to apply the language they are learning, produce relevant content, and master more and more complex skills necessary to be autonomous and successful readers.

Assessment

It goes without saying that one of the main purposes of having several evaluation instruments during a course is to allow both students and teacher to assess what has been learned within a certain period of time and what needs to be worked on further. Evaluation should always be viewed as a learning tool as it arguably enables both learners and teachers to redirect their efforts in order to move on with their learning/teaching process.

Bearing this in mind, it's always important to share with students, in advance, what is expected from them and what they can do to meet the given expectations. By doing this, in addition to making the learning objectives clearer, your feedback on students' performance will certainly make more sense to them.

Most authors divide assessment into two types: **summative** and **formative**.

Formative assessment helps teachers identify students' progress and/or difficulties. It should happen throughout the school year with the intention of checking if students are reaching the proposed objectives. In formative assessment, students become more aware of their strengths and weaknesses and should be encouraged to keep studying to reach the learning objectives. In this context, teachers have to support students and show them how they can improve. Feedback, therefore, is very important in this process. Some common instruments in this kind of assessment are: observations, self-assessment, activities and exercises in the classroom, group work, student's participation in class, portfolios, activities assigned for homework, tasks created by students themselves, etc.

Price (2010) describes **summative assessment** as a method to "measure the level of skills and knowledge that the learner has achieved while undertaking the course, and is typically designed to generate a grade or level that reflects the learner's knowledge and understanding against a set criteria that defines particular levels of achievement." Formal tests with open questions or multiple-choice exercises are the most frequently used instrument in this kind of assessment.

In **StandFor Evolution**, you will find opportunities to do both kinds of assessment. There are some classes reserved for summative assessment, and formative assessment should be carried out over the program in all classes and activities proposed. It is desirable that teachers use different instruments to assess students, varying the way assessment happens.

Remember that at the beginning of each unit, students will find a list of objectives. Whenever relevant, invite them to look at the items listed, analyze their own performance, and talk about their needs and strengths in small groups. You may take this opportunity to invite them to look more critically at the activities related to one or two of the objectives, both in the unit and in the **Workbook**, and then create an assessment activity to be answered by their partners. Working on evaluation instruments collaboratively will encourage students to clarify any questions they might have and will certainly motivate them to become protagonists in their own learning process.

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6th

WELCOME

Lesson 1

Contents

- Social greetings
- Months and days of the week
- Members of the family
- Personal pronouns

Objectives

- Revise language from previous years
- Say hello and introduce themselves
- Use personal pronouns
- Complete a calendar

Materials

- Student Handbook, pages 6-7
- Audio track
- Sets of cards (four sets: A, B, C, and D)
- A soft ball

CARDS

Class Plan

Beginning

Welcome students and tell them that you would like to know a few things about them. Indicate that one side of the classroom is the "This is so me!" side, the other one is the "Not me at all!" side and the middle is "This is a little like me!" Explain that you are going to say some sentences and they should move to the position that best defines them in relation to that sentence. Use some of the ideas below and others that you may be curious about. Depending on their familiarity with English, encourage students to talk to nearby classmates about the sentence. They may say the place they went to on their holidays, the kind of music they like, how many siblings they have, etc.

- I love vacations.
- I like music.
- I have a big family.
- I love animals.

Developing

Saying Hello

Activity 1

Focus students' attention on the picture of Chloe and ask them to say the ways they know of saying hello.

Activity 2

Play the audio and tell students to count the different ways suggested. Ask them how many ways there were (5) and invite them to say the ones they remember.

Audio Script • Track 2

Hi
How you doin'?
Good morning!
Hey there!
It's good to see you!

Activity 3

If necessary, explain the meaning of **slang**: a very informal way of expressing yourself which is closely related to the person's local culture. Ask students to tell you some slang they know in their language. To show them how particular slang can be, share some that you use or used as a kid and which is not used much nowadays.

Activity 4

Play a song and ask students to mingle. Each time you pause the song, they should say hello to the classmates next to them.

Activity 5

To familiarize students with the texts, play a tapping game before they complete them. Explain that you are going to ask questions about the texts in the speech balloons and they should tap on the desk when they find the answers.

- Who is 11 years old? (James.)
- Who loves school? (Ayako, Chloe, and James.)
- Who likes BabyMetal? (Ayako.)

Next, read the instructions and make sure students understand they will first complete items a-h.

WELCOME

Lesson 2

Contents

- Classroom English
- Countries and nationalities
- Using a dictionary
- Numbers 1-100
- Animals
- Saying goodbye

Objectives

- Revise language from previous years
- Name the parts of a dictionary
- Use classroom language
- Identify countries on a map
- Use numbers to play Battleships
- Talk about animals

Materials

- Student Handbook, pages 8-11, 163 and 169
- Audio track
- A ball (plastic or soft)

Class Plan

Beginning

Welcome students and invite them to make a big circle. Stand in the middle of the circle and throw the ball randomly to different students. As you do so, say "Say a day of the week." The student who gets the ball should say a day of the week. Do the same with months of the year, members of the family, and greetings.

Classroom language

Activity 11

Focus students' attention on the pictures and elicit what the people might be saying.

Next, show students the stickers on page 163 and encourage them, in pairs, to say what situation they refer to. Accept any answer that makes sense according to the illustrations.

Using a dictionary

Activity 12

Encourage students to do the activity individually first and then compare with a classmate.

Fine-tuning

Depending on the grammar approach followed at your school, students might have some trouble identifying parts of speech. If this is the case, after correcting the activity, make a table with parts of speech on the board and ask students to suggest words for each one.

Countries and nationalities

Activity 13

In pairs, ask students to look at the map and identify some of the countries. Have them choose three or more of the countries and say what they know about them. Next tell them to complete the table together.

Extra Activity

In small groups, students make a list of famous people (athletes, actors, politicians, etc.) from different countries of the world. Then they can say the person's nationality and challenge other groups to guess who the famous person is.

Activity 14

Show students the stickers on page 163. Tell them to glue the flag in the countries on the map.

Numbers

Extra Activity

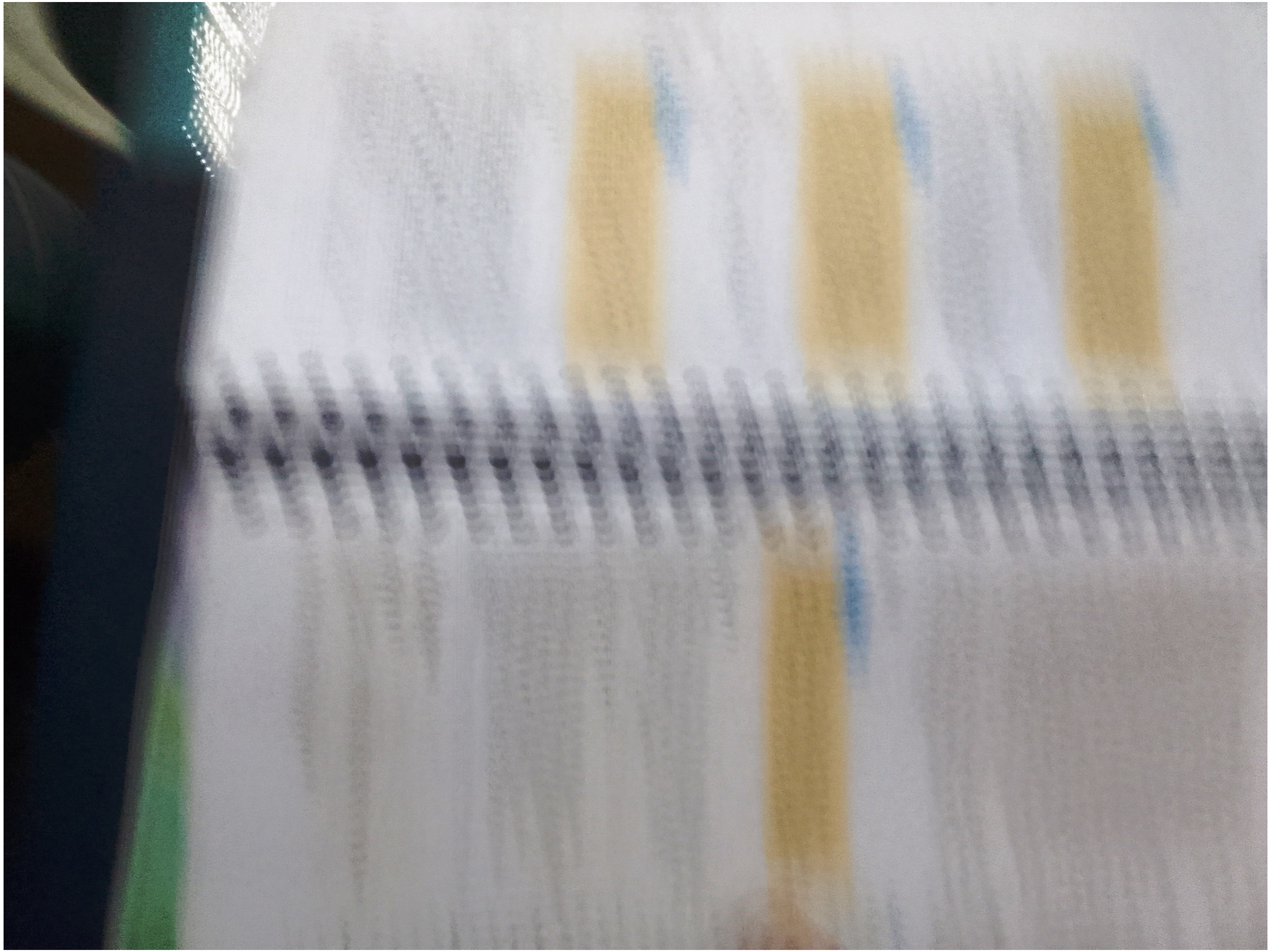
To warm students up, form small groups and have them take turns and count together from 1 to 100. To make it more game-like, you may ask them to skip multiples of five and clap instead.

Activity 15

Draw students' attention to the different syllable stress in **thirteen** and **thirty**, **fourteen** and **forty**, etc. You can make it more visual by drawing two squares on the board and coloring one of them to show the stressed syllable. Then elicit the numbers that follow the pattern you have created: □■ thirteen; ■□ thirty. Before playing the audio, ask students to read the numbers in each item out aloud.

Audio Script • Track 4

a) seventeen; b) eighty; c) nineteen; d) fifteen
e) fifty-five



UNIT 1

Lesson 1

Contents

- Infographic
- Simple present – verb **be**
- Numbers 1 to 1 billion
- Sign language

Objectives

- Find specific information in an infographic
- Use the simple present to identify people

Materials

- Student Handbook, pages 14-15
- Audio track

Class Plan

Beginning

Organize students in small groups to talk about the languages they can use to communicate, even if it is just a little, like counting, saying hello, names of food, etc.

After a few minutes, ask some volunteers to share their experiences with languages.

Developing

Activity 1

Ask students to study the image. Tell them to guess what the text is going to be about.

Pre-teach **deaf** and **sign language**. Discuss what they already know about the deaf community and what they think they will learn. If students mention that hearing-impaired people communicate through sign language, ask them what they know about the sign language of their country. Ask them if they can say something in it, if they have ever seen someone using it to communicate, or if they have seen sign-language interpreters doing simultaneous translations on TV.

Audio Script • Track 7

See the audio script in the Student Handbook.

Activity 2

Extra Activity

Tell students you will say some sentences about the text. If a sentence is true, they have to give you a thumbs up. If it is false, they have to correct your statement. Suggestions: Cauã is in 6th grade (F – He's in 7th grade.); Cauã goes to a very small school (F – It's a big school.); Pedro is Cauã's best friend (T). Encourage other students to do the same.

Activity 3

Direct students' attention to the infographic and ask them if they have seen texts like this in other publications and what some of its characteristics are (it has verbal and nonverbal information, such as pictures, images, and shapes which add to or complement the verbal information. The content is usually very concise, objective, and factual, often including numbers).

Extra Activity

Before doing activity 4, do a matching activity on the board. Write in the first column some numbers from hundreds to a million and have students match. For example,

a) 142	*a hundred and forty-two*
b) 1984	*nineteen eighty-four*
c) 2002	*two thousand two/twenty oh two*
d) 7,097	*seven thousand and ninety-seven*
e) 466,000,000	*four hundred and sixty-six million*

Work on the pronunciation of the new lexis, such as thousand and million.

Activity 4

Tip

If you feel it is relevant, reinforce the fact that sign languages across the world are not the same. Find out more at https://ftd.li/486n7t.

About the Ka'apor people: http://ftd.li/2zuriu.

SEL: Inclusion

Ask students to talk in pairs or in trios. Walk around the classroom, listening to them and use this time to get to know the students a bit more. Ask volunteers to report their answers and share their opinions. Possible answer: they do this so that everyone can communicate with each other and nobody feels excluded from the group.

Extra Activity

Before activity 5, with books closed, write some of these sentences from the reading in jumbled order on the board: "Pedro is my best friend." "I'm in 7th grade." "We are inseparable." "We aren't classmates." In pairs, students decide what the correct order is orally. Ask students which of those sentences is in the negative form and how they know that.

Activity 8

You may foster students' autonomy by asking them to compare their answers and discuss how they got to them whenever answers are different so that they may learn from each other. You can also encourage them to use the grammar reference to correct their answers.

Ending

Ask students to personalize two or more sentences in activities 5 and 8, making them true for themselves.

Encourage students to use contracted forms whenever possible.

In groups, students teach one another how to count or say something in another language.

Answers

Activity 1

a) Yes; b) Not mentioned in the text; c) No.

Activity 2

a) deaf; b) hard of hearing; c) Staff

Activity 3

a) F; b) T; c) T; d) F

Activity 4

a) 3,000,000; b) 2002; c) 466 M; d) 500

Activity 5

a) is; b) They; c) are; d) It; e) am

Activity 6

Singular: (I) am, (He/She/It) is

Plural: (We) are, (You) are, (They) are

Activity 7

not

Activity 8

a) aren't; b) 'm not; c) isn't; d) isn't; e) aren't

Activity 4

Ask students to read the instructions and check their understanding. When they finish, ask them to compare their answers with a classmate.

Activity 6

Focus students' attention on the picture and ask what the teenagers are doing: is it an interview or a game? Ask them to justify their answers with elements from the picture.

Audio Script • Track 9

A: *Let's start.*
C: *Is it a boy?*
B: *Yes, it is.*
D: *Is he Indian?*
B: *No, he isn't.*

Activity 8

Form groups of four students and tell them that you are thinking of an important person. Groups take turns to ask you **yes-no** questions. After this, allow them some time to play the game.

Classroom Management

Collaboration plays an important role in students' self-confidence.

Activity 9

Ask students to work individually and then compare their answers in pairs.

Classroom Management

Ask fast-finishers to create one more scrambled question and challenge each other to unscramble it.

Activity 10

Ask students to work in pairs and monitor the activity helping with language when necessary.

Ending

Have students say which of the two causes they would like to take part in and the reasons for their choice.

Answers

Activity 1

a) Who; b) How; c) Where; d) What

a) person; b) age; c) origin; d) something

Activity 2

a) young leaders
b) nature and education

Activity 3

Asean: Origin: Chicago, USA; Age: 14 years old; Cause: public education
Melati and Isabel: Origin: Bali, Indonesia; Ages: 17 and 15

Activity 4

a) Who is he? b) How old is he? c) Where is he from? d) What's his cause?

Activity 5

a) information;
b) wh-word

Activity 6

Is it a boy?
No, he **isn't**
Is he Indian?

Activity 7

a) confirmation
b) the verb **be**
c) the subject

Activity 9

a) What are their names?
b) Are they from Japan?
c) Where is she from?
d) What is her cause?

CLASS

GRAMMAR

UNIT 1 • Verb be | Long Forms and Contractions

Contents

» Verb **be** – long forms and contractions

Objectives

» Review and practice using long and contracted forms of verb **be**

Materials

» Student Handbook, pages 211-212

Class Plan

Beginning

Greet students enthusiastically and ask them to make space in the classroom. Then have everybody stand in the middle of the classroom. Say "I am | I'm [your name]." pointing to yourself. The student on your left has to repeat what you said by saying, "He/She is | He/She's [your name]. I am | I'm [student's name]." Have students continue repeating everybody's names using both the long form and the contracted form.

Developing

Activity 1

Explain to students that they need to read the text quickly to understand the main idea. Ask them to observe the verb **to be** throughout the text. You can ask them to check their answers in pairs before checking it with the whole class. Ask students what they know about ASL and other sign languages and encourage them to share their knowledge.

Activity 2

Ask students to read the questions in the activity and identify the types of questions and the pieces of information they need to answer each one of them. Have students observe the forms of the verb **be** and ask them how they should answer these questions. Elicit that in questions a and b they should answer it with **yes** or **no**. Encourage them to use short answers. Have them notice that in question c they need to provide a piece of information. Check the activity by asking volunteers to answer the questions orally.

Activity 3

Ask students to focus on the underlined sentences in the text and find examples of long forms of the verb **to be**. After doing so, they write the corresponding contracted form(s). Check the activity orally or by asking some students to write the answers on the board.

Activity 4

Students complete the sentences using the contracted forms of the verb **be**. Draw their attention to the positive and negative signs in parenthesis. Have different students read their sentences to check the answers.

Activity 5

Finally, ask students to read the profile quickly and explain that they need to complete it using long or contracted forms of the verb **be**. You can make them notice that in some cases there are two possible ways of forming the contracted form (e.g., **it isn't/it's not**). When they have finished, ask a volunteer to read the text aloud and check it with the whole class.

If you have time, take a few minutes to ask students about what they know about Greta Thunberg. Also, have them notice that, in this activity, they find two different ways of presenting personal information: on topics and a short paragraph, one complementing the other.

Ending

Have small groups of students make true sentences about themselves using the contracted forms of the verb **be**. Then ask some students to read their

LISTENING

UNIT 1 • Bye Bye Plastic Bags

Contents

» Environmental projects

Objectives

» Become familiar with a successful environmental project created by two teenage sisters from Bali
» Demonstrate comprehension of general and specific information
» Connect the topic of the video to reality and discuss ideas to improve local environmental issues

Materials

» Student Handbook, page 228
» Audio track

Class Plan

Beginning

Show a picture of a beach or riverside polluted with plastic bags and have students discuss how they feel about it in small groups. Open the discussion to the whole class.

Tell students that two sisters from Bali also felt the same way and so they decided to create a project called Bye Bye Plastic Bags. Ask students to discuss in groups what kind of project they think it is.

Developing

Activity 1

Have students open their books to page 228 and do the activity individually. Check with the whole class and write the answers on the board.

Activity 2

Have students read the instructions and the statements (a-e) individually. Check their comprehension of language and instructions.

Tell students you will play the audio twice: a first time for them to complete the activity and a second time to double-check their answers.

Play the audio twice.

Audio Script • Track 1.1

Our house is really close to the ocean and surrounded by the rice fields, the forest. Living so close to nature, I think that really established a bond with Mother Earth from a very young age.
The more we would go and explore and run with the river all the way to the beach, we would start seeing plastic. It's a serious, in your face kind of situation here. Plastic is a massive issue, and there's really no escaping it. On the beach, the river bank, in the rice fields, in the streets and the gutters – it's really everywhere.
Millions of animals die every year due to plastic pollution. In 2050 there will be more plastic than fish in our oceans. By 2050? That is, like, 30 years away. That is in our lifetime. Plastic doesn't go away. These single use items, a plastic bag, a plastic bottle, a plastic straw, once you throw it away in the environment, it never really goes away. It stays in the environment forever. Why is this the mark that we are leaving behind? My name is Melati. My name is Isabel. We really believe that the first step is saying no to plastic bags.

"CNN Young Wonders: Melati and Isabel Wijsen". CNN. December 11, 2018. Accessed April 5, 2019. https://edition.cnn.com/videos/world/2018/12/11/heroes-yw-bali.cnn/video/playlists/youngwonders/. Excerpts from 0:13 to 0:25 and from 0:37 to 1:47.

Have students check their answers in pairs, then check with the whole class and write the answers on the board.

Activity 3

Have students read the instructions and the statements (a-e) individually. Check their comprehension of language and instructions.

Tell students you will play the second part of the video twice: a first time for them to complete the activity and a second time to double-check their answers.

Play the audio twice.

Audio Script • Track 1.2

Right now, we're in one of our pilot villages, called Pererenan. The village is home to around 800 local families. The community was already having discussions about how they could make their village clean and green and we went in there with an idea of creating a copy paste model that we could implement around the island. (Hi.)

A lot of shops are family owned. These local shops were spending a lot of money buying plastic bags that they had to give for free. So we wanted to provide them with free alternative bags that they would get on a weekly basis.
We've been working with Pererenan three years now. If they're going to the market, they are bringing their alternative bags. That's a lifetime bag that you can bring again and again and again.
It's safe to say that the village has reduced their amount of plastic bags by 60%.

"CNN Young Wonders: Melati and Isabel Wijsen". CNN. December 11, 2018. Accessed April 5, 2019. https://edition.cnn.com/videos/world/2018/12/11/heroes-yw-bali.cnn/video/playlists/youngwonders/. Excerpt from 3:04 to 3:59.

Have students check their answers in pairs, then check with the whole class and write the answers on the board.

Activity 4

Invite a volunteer to read the instructions and the questions. Check students' comprehension of language and instructions.

Divide students into small groups and allow them time to discuss the questions.

Open discussion to the whole group.

Ending

Ask each student to draw an illustration for the Bye Bye Plastic Bags campaign. Display them for everyone to see.

Answers

Activity 1

a) plastic bag; b) plastic straw; c) plastic bottle; d) river; e) ocean

Activity 2

a) F; b) T; c) F; d) F; e) T

Activity 3

a) 800; b) green; c) plastic; d) three; e) 60

Activity 4

Personal answers.

UNIT 1

Lesson 3

Contents

» Feelings
» Adjectives ending in **-y**
» Famous artist's self-portrait

Objectives

» Talk about feelings
» Pronounce adjectives ending in **-y**
» Listen to and recognize the main information about an artist's routine

Materials

» Student Handbook, pages 18-19
» Audio track
» Students' pictures

Class Plan

In Advance

Ask students to bring a picture of themselves that they really like.

Beginning

Ask students to stand in a circle and explain they are going to play a game. Every time you say a feeling and they think it applies to them, they should change places. Say "Change places if you feel happy." Those students who are feeling happy should say "I feel happy." and change places with another student. Keep changing the feeling and supporting their comprehension with body language and gestures.

Developing

Activity 1

Explore the pictures, asking students if they feel like that sometimes and what they do when they feel that way.

Activity 2

Before students do this activity, ask if they know any *emojis* and if they have a favorite.

SEL: Managing Anger

In small groups, ask students to answer the questions. After they have had time to talk about anger, ask some volunteers to answer the questions. Clarify that it is OK to feel anger and that it is important to know how to manage it. Some possibilities are: talking to the person that made them angry, drawing about it, breathing in and out, writing down why you are angry, etc.

Activity 3

Check if students know the meaning of the words. Play the audio twice, so they can do the task and then drill the correct pronunciation.

Audio Script • Track 10
a) anger; b) happy; c) sleep; d) tidy

Tip

Elicit the word hungry *and write it on the board. Ask students to read the Tip box, play the audio, and explain that many times people forget this when they are speaking English.*

Audio Script • Track 11
hungry

Activity 4

Write on the board "My *emoji* for today is happy, because ..." to help students in their explanation.

Extra Activity

Before doing activity 6, ask students to close their books. If they brought their pictures, ask them to show it to a classmate and say why they like it. If they did not bring one, ask them to describe their favorite picture.

Activity 6

Focus students' attention on Alexandre Orion's self-portrait and ask what they can guess about his personality. Ask students to read the instructions for activity 6 and play the audio.

STANDFOR PROJECT

Cleaning up the Oceans | Part 1

Contents

» Pollution and ocean conservancy

Objectives

» Talk about polluted oceans
» Work on vocabulary related to debris items

Materials

» StandFor Projects – *Cleaning up the Oceans* portfolio
» A bag
» Food wrappers, drinking straws, plastic bags, etc.

Class Plan

Beginning

Tip

Let students rely on translanguaging, which basically means that they should be allowed to use both languages (L1 and English) to say what they cannot say just in English. As they do so, rephrase what they are saying using proper English and have them repeat.
Read more about ***translanguaging*** *on http://ftd.li/5627hv.*

Ask students to put their hands inside the bag and name the objects they can recognize in it without seeing them. Go around the class so some students can have a go at it. Show students the objects that are in the bag and ask what they have in common (e.g., they are all debris you can find in the ocean).

Make a list of all debris found on beaches and in oceans, and write the items on the board. Ask students to make a top ten debris items list from most frequently found to least frequently found.

Have students open their portfolios and check their lists against the one at the infographic (top ten debris items section).

Ask students if they were right and also which item or number surprised them the most.

Developing

#exploringthetopic

Activity 1

Read the quote with students and have a quick discussion about it. Ask "Do you agree with it? Why or why not?"

Activity 2

Encourage students to share how they feel about the pictures. They should write four words about how they feel.

Activity 3

Ask students to do the activity individually. After they are done, compare the answers with a classmate. Check the answer with students and work on pronunciation.

Activity 4

Read the activity with students. When looking at the signs, make sure they understand key words like **litter**, **dump**, and **trash**. Ask them to think about their answers and write them in their notebooks. Then students discuss their answers in trios. Encourage them to talk to as many classmates as possible. When the activity is over, students report to the class what were the most common answers for the questions.

Ending

Ask students which simple actions could minimize the pollution of the oceans and the environment in general. Ask them if they remember what Boyan Slat (unit 1) did to save the oceans.

_____
_____
_____
_____
_____
_____

Cleaning up the Oceans | Part 2

Contents

» Pollution and ocean conservancy

Objectives

» Learn how to read an infographic and discuss pollution and ocean conservancy
» Work on reading for comprehension activities
» Scan the text to find specific information
» Work on reading for comprehension activities
» Differ facts from opinions

Materials

» StandFor Projects – *Cleaning up the Oceans* portfolio

Class Plan

Beginning

Ask students whether they are acquainted with this type of text and the way it's presented. Tell them to speculate reasons for presenting information the way it is introduced.

Approach one infographic aspect at a time. Help students notice what is suggested in each of the guided reading questions: 1) title and introduction, 2) subheadings, 3) use of tables, 4) numerical information, and 5) maps.

Developing

Students do the **#guidedreading** activities individually (answering one question at a time). After they are done, compare their answers with a classmate.

When correcting the activity, go through the features of the infographic one by one and follow the portfolio notes to approach each of them appropriately. The teacher's notes will provide you with enough information on how to deal with in every section of the infographic.

#postreading

Activity 1

Ask students if they noticed that this infographic (activity 1) has a lot of numbers. Ask "What do they refer to?" and tell students that, in order to answer this question, they do not need to read the entire infographic again. They should scan the text to find specific information.

Activity 2

Students do the activity individually. After they are done, ask them to compare the answers with a classmate. Check the answer with them and write the answers on the board. Follow the same procedure for activity 3.

Activity 4

Students will read the statements and decide if the sentences are fact (F) or opinion (O).

Encourage students to highlight/underline the evidence they find in the text to support their answers. After they are done, compare the answers with a classmate. Then correct the answer with students.

Activity 5

Students will write two sentences individually. Monitor their work and help them whenever necessary. Students walk around the class and share their sentences with their classmates.

Ending

Students will work as volunteers for the ICC. Split the class into groups as they will start working on their project. Go over the **#researchtime** bullet points one by one and guide them through each of them carefully. They should bring their findings for the next StandFor Project class.

UNIT 1

Lesson 4 | Part 1

Contents

» Simple present with other verbs
» Description of club activities

Objectives

» Share personal information
» Use the simple present to describe daily routines
» Read a section of a Club's website
» Explore virtual translators to build a lexical repertoire in English

Materials

» Student Handbook, pages 19-20

Class Plan

Beginning

In pairs, students mime what they enjoy doing in their free time. After a while, ask them to tell you the activities they mimed. Ask if they know the meaning of the word **hobbies**. Do they have one? What is it?

Developing

Page 19

Activity 10

Ask volunteers to share what they have underlined. Next, say a sentence that is true for you and one that is not, and ask them to guess which one is false.

Page 20

Activity 1

Focus students' attention on the logo of Dull Men's Club and elicit what it might have to do with the theme **hobbies**. Accept all answers.

Make it clear that to answer question b, students will need to guess the meaning of the word **dull** from clues in the text. While correcting the answers, tell them the actual meaning: **boring**.

Activity 2

Language Variation

The word lekker, *pronounced* /lek·uhr/, *is South African slang which means something is very positive. It could be replaced by the adjectives* ***great***, ***cool***, *or* ***amazing***.

Tip

Ask students to underline all the words in the text that they know the meaning of and talk about the support Portuguese may give them when reading a text in English. Explain that this does not happen with all words that look alike. Some similar words have a different meaning, but this is less common.

Ending

Divide the class into smaller groups and have each student say a fact about themselves and the other will have to agree or not. Example:

Student A: I live in Rio de Janeiro.

Other students: Me too./Not me.

Student B: I go to bed at 9:30 p.m. every night.

Other students: Me too./Not me.

Student C: I like to play soccer on weekends.

Answers

Activity 11

base form

Activity 1

a) To celebrate boring hobbies.

Activity 2

a) clouds; b) pylons; c) hand dryers; d) cupholders

CLASS

Lesson 4 | Part 2

Contents

- Lists
- Likes and dislikes

Objectives

- Talk about preferences
- Produce a list of boring hobbies
- Organize and select ideas according to the structure of a list
- Express likes and dislikes

Materials

- Student Handbook, pages 20-21

Class Plan

Beginning

Divide the classroom into two and label one side with a positive sign and the other with a negative sign; you may use masking tape or chalk to do this. Tell students that the positive sign means **like** and the negative means **dislike**. Say different statements randomly, and as you do so, students should stand on either side according to their real preference.

Example:

Teacher: Running.

Some students: I like running. (standing on positive side)

Other students: I don´t like running. (standing on negative side)

Developing

Activity 3

If you feel students need some support, work on the first text together.

Fine-tuning

If necessary, help students write sentences to express a common opinion, such as "We like/love/don't like/hate cooking." Or different ones: "I like/love/don't like/hate watching TV, but she/he likes/loves/doesn't like/hates it."

Tip

Though the use of simple present in the third person will only be formally taught in unit 2, you may help students to use it in this activity.

Activity 8

Elicit where we can find lists. Possible answers: book of records, shopping lists, and infographics.

Ending

Divide the class into small groups (4-5 students). Invite them to stand up in a circle and play the following sequence:

A: I like to ride my bike. (+)

B: I don´t like to ride a bike. (-) I like to run. (+)

C: I don´t like to run. (-) I like to play soccer. (+)

D: I don´t like to play soccer. (-) I like to … (+)

and so on.

Answers

Activity 3

a) like watching, like writing; b) like seeing, hate thinking; c) don't like staying, love appreciating; d) love using

Activity 4

b

Activity 5

Personal answers.

Activity 6

b) They hate dancing; c) He loves running; d) It doesn't like taking a bath.

Activity 8

a) topics; b) simple.

STANDFOR PROJECT

Cleaning up the Oceans | Part 3

Contents

» Pollution and ocean conservancy

Objectives

» Share research findings and start a campaign project

Materials

» StandFor Projects – *Cleaning up the Oceans* portfolio
» Students' research findings

Class Plan

Beginning

Students get together and share their research findings. Monitor their work and reinforce the importance of gathering information that covers the bullet points from the **#researchtime** section of the portfolio. Give students enough time to do that and have them report their work to you when they are done.

Developing

It is time to raise awareness about polluted oceans. Students will spread the word about the problems affecting the marine environment in a campaign. In groups, they will create a catchy slogan to invite people to be part of their campaign.

Use the **#it'syourturn** portfolio section to go through specifics. Make sure students highlight the key aspects for the campaign. They can create any merchandising product, but the portfolio suggestion is a T-shirt.

Tell students they will have today's class and the next StandFor Project class to finish the content and format of the product, and they will present the final product in the last class.

Show students the Project Schedule section in the portfolio (last page, bottom right) and encourage them to negotiate and assign the tasks to different group members.

List on the board the necessary material for the next StandFor Project class. Students will need glue, felt pens, paper pads, scissors, recycled material, etc.

Ending

Give all the time left in the class for students to organize themselves for the project.

Monitor the groups and help whenever necessary. Make sure all the workload is fairly and evenly shared among group members. Also, reinforce the importance of keeping track of time and project schedule. If you feel the need to, nominate a group leader for each of the groups.

Since students will make a product as part of their campaign, they can work on their logo, slogan, and any other written material for the campaign in this class. Encourage them to use creative hashtags as well.

CLASS

Cleaning up the Oceans | Part 4

Contents

» Pollution and ocean conservancy

Objectives

» Produce campaign merchandise material

Materials

» StandFor Projects – *Cleaning up the Oceans* portfolio
» Students' research findings
» Materials to produce the product: glue, felt pens, paper pads, scissors, recycled material, etc.
» Computer lab (optional)

Class Plan

Beginning

Students get together and gather the materials necessary to make their product. Monitor their work and reinforce the importance of covering the criteria from the **#it'syourturn** section of the portfolio. Give students enough time to do that and have them report their work to you.

Developing

Give all the time in the class for students to work on the project. Monitor the groups and help whenever necessary. Make sure all the workload is fairly and evenly shared among group members and that everybody is on task.

Go over the suggested layout for the T-shirt in the **#it'syourturn** section of the portfolio (at the bottom) and make sure the groups follow that.

Tip

As a digital alternative, students can also create an online campaign post. For that, you will need a computer lab for students to work on. They can use sites such as https://ftd.li/sqrgk3 to create the design of the post. Help them whenever necessary.

Ending

In case students do not finish their project in class, tell them they will have to bring them ready to be presented in the next StandFor Project class and they will not have time in class to finish their work, only to present their campaigns.

CLASS

Cleaning up the Oceans | Part 5

Contents

» Pollution and ocean conservancy

Objectives

» Present the campaign and the product

Materials

» StandFor Projects – *Cleaning up the Oceans* portfolio
» T-shirts and/or other features produced by the students

Class Plan

Beginning

Give students around 10 minutes to organize themselves and ask any questions regarding their presentation (pronunciation of some words, for example). If they do not need this time, negotiate with them whether they'd like this time to rehearse or start their presentations.

Developing

This time, groups take turns presenting their projects to the class, one at a time. Set a time limit for the presentation. Make sure they explain the slogan, logo, and present their T-shirts or campaign poster.

Tip

When watching the groups' presentations, students should write (at least) two aspects they liked about the campaigns. When following this procedure, make sure all the students are paying enough attention to the other presentations and will later have the opportunity to praise their classmates' work with real evidence from their presentations.

Ending

When presentations are over, students go back to their groups and discuss their experience with their group members: how well they did, how they felt, etc.

Students deliberate and say which campaign they would support and why.

When giving feedback, tell students your impressions and do not forget to recognize and praise good performances.

CLASS

UNIT 1 • Personal Information

Contents

» Verb **be**
» Wh-questions

Objectives

» Review and expand the language content from unit 1
» Practice the use of the verb **be** and wh-questions
» Ask and answer about personal information

Materials

» Student Handbook, pages 242-243

Class Plan

Beginning

Ask students to mention some situations in which we share our personal information. Students might say, hotel check-in, enrollment form, newsletter, app subscription, etc. Ask them what kind of information is usually asked. List their contributions on the board. Besides the name, last name, phone number, address, students might add e-mail, social media profile, birthdate, etc.

Practice asking and answering questions using the information listed on the board, for example, "What is your last name?", "My last name is [Silva]/It's [Silva]."

Developing

Activity 1 – Preparation

Divide students into pairs and decide who is going to be Student A and Student B. Explain that each student needs to complete the corresponding activity 1. Each student has the same profiles but with different gaps to be completed. Have students check what is missing in their profiles and ask questions to their classmate to fill in the gaps. When they finish the task, have them compare and check their answers.

If necessary, review with the class the wh-question words and write them on the board.

Activity 2 – Interaction

Ask students to read the activity. It is a similar task to activity 1, but this time they have to ask questions to each other to complete the profiles with their own information. Check if they understand what they have to do and allow them some minutes to do the activity. Go around the class to monitor their work and encourage them to ask complete questions to each other. Help students whenever needed.

Ending

Invite some students to talk about what they discovered about their classmates. Encourage them to use complete sentences.

Answers

Activity 1

First name: Greg
Last name: Morrison
Age: 12
Phone number: 555-6841
Address: 32 National Ave.
Occupation: student
Nationality: North American
Hobbies: skateboarding and reading
Interests: forest protection

First name: Lorena
Last name: Parker
Age: 11
Phone number: 776-3428
Address: 157 Baker St.
Occupation: student
Nationality: Australian
Hobbies: playing soccer and listening to music
Interests: sea life protection

Activity 2

Personal answer.

Activity 7

Organize students into small groups. Encourage them to think of other actions, using dictionaries and/or the internet (you can also assign this task as homework). Walk around to monitor groups' work and offer help. When they are finished, have groups share their actions with the whole class while you list them on the board.

Extra Activity

Have students work with the same classmate from activity 4. Hand out the sheets of paper and markers. Ask students to create a poster to go with the hashtag they created for the ICC.

Ending

To finish the class, have students choose the best action to reduce plastic pollution in the oceans, from the ones suggested in activity 7.

Answers

Activity 1
a) F; b) T; c) F; d) T

Activity 2
Personal answers. Possible answers: water bottles, straws, cups, bags, plates, and plastic bags.

Activity 3
Personal answers.

Activity 4
Personal answer.

Activity 5
a) all of; b) some

Activity 6
a; c; e

Activity 7
Personal answers.

UNIT 1 • Cubism

Contents

- Cubism
- Feelings and psychological characteristics

Objectives

- Recreate a picture of a cubist profile
- Describe feelings and psychological characteristics
- Express likes and dislikes

Materials

- Glitter (different colors, enough for each student)
- Glue
- Markers
- Old magazines or pictures printouts
- Pictures of famous paintings showing facial expressions (e.g., *Mona Lisa*, *The Birth of Venus*, *Guernica*, etc. – at least one of them of a cubist profile)
- Scissors (one per student or pair of students)
- Sequins (different colors, enough for each student)
- A4 sheets of paper (one per student)

Class Plan

Beginning

Organize students into small groups and stick (or project) the pictures of paintings on the board. Ask students "Do you know what abstract art is?"

Tell the groups to discuss among themselves and decide which of the paintings are abstract.

Monitor and help as needed. Allow the groups a moment to share their opinions and justify them. Encourage them to share how the paintings make them feel and what feelings the faces depicted in the paintings express. Review the adjectives for feelings and psychological characteristics if needed.

Developing

Show students the chosen cubist profile (if you use *Guernica*, you may decide on it). Explain to students it is a cubist piece of art and share some information about cubism with them.

Tip

Cubism is an early-20th-century art movement that changed European art. It has been considered the most influential art movement of that century. Famous artists are Georges Braque, Albert Gleizes, Henri Le Fauconnier, and Pablo Picasso. The cubist movement started around 1907-1908. In cubism, artists began to look at subjects from a new perspective, using different shapes to break them up and repaint it from different angles.

Allow students a moment to observe the painting. Draw students' attention to the cubist detail and compare the cubist painting to the other paintings. Tell them to express how they feel about it, whether they like it or not and why. It can be done in small groups or with the whole class.

Once students have done that, ask them "Have you ever heard of [Pablo Picasso]?, What do you know about him?" Make sure your questions are related to the chosen artist. Allow students a moment to share what they know about the painter. If necessary, provide students with some background information or allow them to search on the internet using their phones or tablets, if possible.

Tell students they are now going to use their own imagination and creativity to recreate the painting. Provide each student with a sheet of paper. Place the art materials on the floor or a desk. Say "You can choose the materials you would like to use in your production." Have students sit at their desks once they have chosen the materials. Allow them some time to recreate the painting. Monitor and help students as needed.

Organize students into small groups. Ask them to share their creative process behind the recreation of the painting. Tell them "Briefly explain to your classmates why you chose certain materials, how you used them, and what you liked the most about the activity." Monitor and help as needed. If time allows, have some students share what they have discussed with the whole group.

Ending

Organize an art exhibition with students' paintings in the classroom. Encourage them to make positive comments about their classmate's pieces of work and express how they feel about the artworks. Provide them with some language to encourage participation, if needed.

CLASS

SOCIAL - EMOTIONAL LEARNING

UNIT 1 • *Our Languages* Channel

Contents

- Socio-emotional learning
- Self-awareness
- Relationship skills

Objectives

- Recognize thoughts and values about friendship
- Value healthy and rewarding relationships with diverse individuals and groups

Materials

- Student Handbook, pages 271-272
- Markers or felt-tip pens
- Poster paper (large, one per group)
- Sticky notes
- *Our Languages* Channel video

Class Plan

Beginning

Greet students enthusiastically and ask them to form pairs. Explain that they are going to take turns saying as many different kinds of hobbies and free-time activities people at different ages may like as possible. If necessary, elicit or give them some examples of hobbies, such as **reading**, **dancing**, **surfing**, **playing soccer**, etc. Have them think about their families and friends and encourage them to reflect on the hobbies people they know usually have. After 3 or 4 minutes, invite some volunteers to share their answers with the whole class. Have them observe the varieties of activities different people enjoy doing.

Developing

Before watching the video

Ask students to look at activity 1. Explain they are going to write some information about themselves and two friends they have. Read the table and clarify any questions. Tell students to choose two friends they have: one who is close to them, like a best friend, and one who's not that close.

After completing the table and answering questions a-c, instruct students to share some information about their friends, encouraging them to give more details. Allow them some time to talk about their friends and invite some volunteers to say how similar or different they are from the two friends they have chosen to talk about.

While watching the video

Video – Part 1 (0:00-1:25)

Tell students they are going to watch a video produced by two friends and they should pay attention to the information they ask and answer about each other (name, age, and hobbies). Play the first part and ask them to take some notes about Amber and Nicholas. If necessary, play more than once. Then encourage students to discuss the following questions in pairs:

- What are Amber's and Nicholas's hobbies? Are they similar or different?
- What are the advantages of having the same hobbies your friends have? And the disadvantages?
- How important is it to be the same age in a friendship?
- How about having the same likes and dislikes?

Video – Part 2 (1:26-2:45)

Write "THIS or THAT" on the board and say that Amber and Nicholas are going to play a game with this name. Invite students to guess what kind of game it is. Play part 2 so students can check their predictions. Ask them what Nicholas asked Amber about and which options were provided (K-pop/hip-hop, *pizza/sushi*, cats/dogs). Encourage some students to share their opinion about each topic and choose one option from each pair. Elicit other pairs of options and allow students some time to play "This or that" in pairs. Then ask them to discuss the following question with their classmate:

- Do you think "THIS or THAT" is a fun activity to get to know other people better?
- How can this game encourage people to talk to each other? Give examples.

Video – Part 3 (2:46-3:15)

Before you play part 3, ask students to pay attention to and take notes of what Amber and Nicholas say about people being different (**everyone is different and that's OK/dealing with differences us grow**). Ask them to compare their answers in pairs and discuss the following question:

- What's Amber and Nicholas's attitude towards people being different, positive or negative? Explain.

Video – Part 4 (3:16-3:39)

Play the last part of the video and invite students to write a short comment answering Amber and Nichola's questions. Have them talk in pairs, comparing their answers.

After watching the video

Ask students to look at activity 2. Ask them to write down what they learned about Amber and Nicholas and compare this information in pairs. Remind them of the beginning of the class (when they talked about different hobbies people usually have) and the diverse preferences of Amber and Nicholas. Have them also look again at the table in activity 1 and observe how different or similar they are from those two friends they chose. Then have students look at activity 3. Explain that they need to answer and discuss the questions a-e. As they discuss and answer the questions, monitor their work, encouraging them to speak English whenever possible and helping them as necessary. When they are finished, invite some volunteers to share their answers and open a group discussion.

Ending

Talk to students about the importance of respecting different opinions and always having a positive attitude towards difference. Have them think about the advantages of people having different views and to come up with ideas on how to keep a healthy relationship with friends and family, even when we disagree. Write some of their ideas on the board.

Organize the class into groups and give them some sticky notes. Ask them to write some keywords for healthy and rewarding relationships with friends and family. You can provide some examples, such as talk friendly, say that you understand but don't agree, try to put yourself in other people's shoes, etc. They can put the sticky notes on a large poster paper to be fixed on the classroom walls. These notes can be used as a reminder when they talk and work together throughout the year.

If you want to expand, ask students to form small groups and discuss what suggestions of books, movies, or series they can give to continue reflecting about having a good relationship and respecting other people's opinions. As they are talking, give each small group a couple of sticky notes and ask them to write their suggestions there. When they are finished, tell them to stick their ideas on the classroom wallboard, read, and make informal and respectful comments about the other groups' suggestions.

At the end, if you think it relevant, ask students to write a suggestion for Amber and Nicholas' next video.

Answers

Activity 2

Possible answers: They are two friends. Their names are Amber and Nicholas, they are 13 years old and they are American. Amber likes playing the guitar and singing. She likes K-pop, *sushi*, and cats. Nicholas loves drawing, hip-hop, *pizza*, and dogs. They have a YouTube channel and they talk about their daily lives and differences.

They share some similar characteristics, such as age and country they are from, but they have different hobbies and preferences.

Activity 3

Personal answers.

UNIT 2

Lesson 1 | Part 1

Contents

» Time

Objectives

» Ask and tell the time

Materials

» Student Handbook, page 24
» Audio track

Class Plan

Beginning

Students take turns counting from 1 to 60. In each round, they clap on a different multiple. For instance, multiples of 5: 1, 2, 3, 4, clap, 6, 7, 8, 9, clap. This can be done with multiples of 10, 5, and 3.

Extra Activity

Explain the difference between ***clocks*** *and* ***watches*** *to students and ask if they have any clocks at home and if they have their own watch.*

Developing

Activity 1

Elicit how to ask for the time in English and ask students if they know there is more than one way of doing this.

Audio Script • Track 14

a) What's the time? It's seven o'clock.
b) Do you have the time? Sure, it's a quarter past eight.
c) What time is it? It's half past four.
d) Have you got the time? It's a quarter to one.

Language Variation

Asking the time in English may have different forms depending on the language variation being used. The most frequent forms in American English are ***What time is it?*** *or* ***Do you have the time?*** *On the other hand,* ***Have you got the time?*** *and* ***What's the time*** *are more frequently used in British English.*

Tip

Explain that people do not use the 24-hour clock in spoken English. They go from 1 to 12 and use ***a.m.*** *or* ***p.m.*** *to make it clear the part of the day they are talking about. Point out that* ***midday*** *is 12 p.m. and* ***midnight*** *is 12 a.m.*

Fine-tuning

If you feel students need some extra help, ask them to draw four clocks in their notebooks and divide each one in four parts. Ask them to choose a color pencil and follow your instructions: 1. Color all the first clock; 2. Color a quarter of the second clock; 3. Color half of the third clock; 4. Color three quarters of the last clock. Ask them if one hand on the clock is longer than the other and why. Using their clocks, ask them to choose an hour and draw the short hand pointing at it in all four clocks. Pre-teach ***a quarter past, half past,*** *and* ***a quarter to****.*

Activity 3

Refer students back to the clocks in activity 2 and ask them what the numbers around the clock represent. You may pose this as a challenge, saying that if it is showing the hour, they are really 1, 2, etc., but what if they are showing the minutes? Make sure they all understand the numbers that represent multiples of five. Explain that a quarter past three is the same as three fifteen.

This may be clearer if you show them a digital clock and elicit alternative ways of saying the time.

Ending

Write several times in digital format and have students read together. Here are some examples:
07:00 08:15 09:20 10:30 11:45 12:00

Answers

Activity 1
a) What's, b) have, c) What, d) got

UNIT 2

Lesson 1 | Part 2

Contents

» Describe routine
» Blog

Objectives

» Describe daily routines
» Read a post about someone's routine

Materials

» Student Handbook, page 25
» Audio track

Class Plan

Beginning

Start the lesson by asking students to sit in a comfortable position and listen to you attentively. Tell them your daily routine. Then tell them to think about their own daily routine and write bullet notes.

Activity 4

Write the words and phrases on the board and ask volunteers to mime them. Ask them what other actions they would include and why.

Audio Script • Track 15

a) get up; b) get dressed; c) leave home; d) finish school; e) get home; f) take a break

Activity 5

Before students read the text, ask them if they think Shi Eun's routine will be very different from theirs and why.

Audio Script • Track 16

6 a.m. *I get up, get dressed, and have my breakfast. I eat soup and rice. I live far from my school so I have to leave early.*

8 a.m. *I start school. The early lessons are difficult because I'm still sleepy!*

10 a.m. *I have a break of fifteen minutes. I talk with my friends and have a snack.*

12 p.m. *It's lunchtime! I have more soup, rice, and kimchi, a popular Korean food.*

3 p.m. *After I finish school, I have different activities. I go to a special kind of school: a hagwon. Today I have ballet class, and tomorrow I have English there.*

6 p.m. *I get home, have dinner, and then I do my homework. If I have time before bed, I like to play video games or watch TV.*

10 p.m. *I take a shower, and then I go to bed. I sleep very quickly because my day is so busy!*

Tip

Hagwons, schools which provide after-school tuition, are mainly aimed at preparing students to enter university. Seventy-five percent of all students in South Korea attend these schools, including middle school students, and it can be extremely tiring.

Ending

Have students sit in a comfortable position and listen to your daily routine again. As you do so, include or remove two or three activities. They may take notes on these. When you are done, ask students to report back the differences.

Answers

Activity 4

a) get up; b) get dressed; c) leave home; d) finish school; e) get home; f) take a break

Activity 5

At 12 p.m.

Lesson 2 | Part 1

Contents

» Empathy
» Online messages

Objectives

» Read a text message
» Feel empathy

Materials

» Student Handbook, page 26

Class Plan

Beginning

Ask students to sit back to back with a classmate, one facing the board, the other facing away. Explain that you are going to write three words on the board and the ones looking at the board should help their classmate guess the words by explaining them. Write "school" on the board and ask them how they could describe it. Some possible ways are "we study here" or "students and teachers go there." Ask them to change roles after the first set of three words. Here are a few suggestions: boys, girls, teachers, friends, lessons, students.

Developing

Activity 1

Ask the following questions:

› Where is Juan? (At his new school.)
› Is it a special day? (Yes, it's his first day at the new school.)
› How does he feel about it? (He feels nervous and scared.)
› Why does he feel that way? (Because he doesn't have any friends there.)

SEL: Empathy

Before looking at the suggested ways of welcoming a new student, elicit what should and should not be done. Make a list on the board. Then direct students to the activity so they can check their predictions. In pairs, ask them to suggest other ways to make Juan feel comfortable on his first day at school.

Activity 3

When checking students' answers, ask them to justify their choices using words from the messages.

Ending

Tell students they will practice being empathetic. Have students stand up and talk to classmates they do not usually talk much with. They should ask and tell things they don't know about each other.

Answers

SEL: Empathy

Nice: a; b; d; e

Not nice: c

Activity 2

a

Activity 3

UNIT 2

Lesson 2 | Part 2

Contents

» Simple present
» Interview

Objectives

» Interview someone about their daily routine
» Pronounce the nasal **-s** in verbs

Materials

» Student Handbook, page 27
» Audio track

Class Plan

Beginning

Welcome students and tell them to help you complete the Good Friend chart below. On one side, they should write things they should do to be a good friend and on the other side things they must not do to their classmates.

Example:

Should do	Must not do
help compliment work together smile	laugh at exclude fight ignore

Developing

Fine-tuning

If you feel activity 4 is too challenging for your group, start with activity 5.

Activity 8

As follow-up, ask students to choose five verbs from this activity and copy them into their notebooks to play Bingo. Call out sentences including those verbs. If they have the verb, they repeat the sentence. The winner is the first one to have all the verbs called out.

Audio Script • Track 17

buys, calls, eats, exercises, gets up, goes, has, likes, memorizes, takes, washes, watches

Activity 9

Write morning routine, after school and night routine on the board and ask two volunteers to talk to you. Ask these questions to the first student:

› What's your morning routine?

› What do you do usually do after school?

› What's your night routine?

Then tell the second student what you learned about the first student's routine.

After modelling, ask students to recall the questions you asked and how you talked about the students' routine.

Ending

Have students tell the whole class interesting things they found about each other in activity 9.

Answers

Activity 4

a) feels, b) feel; c) don't know; d) doesn't want; e) wants; f) goes

Activity 5

a) routines; b) don't, doesn't; c) he, she; d) consonant; e) Verbs; f) have, has

Activity 6

a) pays; b) washes; c) flies; d) does; e) lives; f) watches; g) works; h) teaches

Activity 7

a) have; b) lives; c) talks; d) loves; e) walk

Activity 8

/s/: eats, gets up, likes, takes

/z/: calls, goes, has

/iz/: exercises, memorizes, washes, watches

Activity 11

As a follow-up, you may suggest students photograph foreign words they find in their area or in newspapers and magazines, and make a collage with what they bring.

Tip

Talk to students about how some of these loanwords are "brazilianized," like espaguete, *and others are not, like* parkour. *You may also explain that this happens with other languages as well, including English, which has borrowed the word café from French. There may be several reasons for incorporating words from other languages, such as economic power, cultural influence, new technological concepts, and social status.*

Ending

Have students tell each other one or two things they have to do, but do not like doing in their free time.

Example: "In my free time, I sometimes go to the shopping mall with my family." "I prefer to stay home and read a book or draw."

Answers

Activity 2
a) Parkour and building robots. b) Because the activities are unusual.

Activity 3
Because it is fun.

Activity 4
a) How; b) When; c) Why
a) method; b) time; c) reason

Activity 5
a) use; b) month; c) it's fun

Activity 6
a

Activity 8
a) play video games; b) read *manga*; c) volunteer; d) take pictures; e) play soccer; f) do parkour; g) hang out with friends; h) crochet

Activity 10
a) France; b) France; c) Japan; d) USA

Activity 11
Possible answers: country cultural and economic influence and globalization; introduction of new concepts (in culture, sports, technology, arts, etc.); belief that using a foreign language brings status.

SPEAKING

UNIT 2 • Habits and Routines

Contents

» Time
» Habits and routine
» Simple presente – 3rd person singular

Objectives

» Review and expand the language content from unit 2
» Practice telling the time
» Describing habits and routine
» Practice using simple present for 3rd person singular

Materials

» Student Handbook, pages 249-250

Class Plan

Beginning

Ask students if they know the meaning of the word **smart** concerning places or things, not people. For example, smartwatch, smart house, smart TV, etc. Explain that **smart**, in this case, means something that uses an internet connection to enable the remote monitoring and management of appliances and systems. Use the example of a smartwatch and ask them what this type of watch can do. Then ask students, for example, "What can you do in a smart house?" Elicit some ideas from students and list them on the board.

Developing

Activity 1 – Preparation

Divide students into pairs. Have them observe the picture and discuss it. If necessary, give them some example questions to expand the discussion with their classmates: "What do you see?", "Do you like it?", "Would you like to live in a place like that? Why or why not?" Then allow them some time to talk. When they finish, open a class discussion about it.

Activity 2 – Interaction

Have students observe the pictures and explain that they have to check the activities the Technology Fair presenter does in his smart house and the corresponding times. Ask them to take turns asking each other questions about the presenter's routine. Make sure they are asking complete questions using the simple present in the third person singular. Go around the class to monitor their interaction and check if they have any questions.

Ending

Invite students to imagine their lives in that same house. Have them ask and answer questions such as "What would you do?", "And at what time?" Ask them to continue the conversation in pairs but this time using their own information and imagining they live in that house.

Answers

Activity 1

Personal answer.

Activity 2

Personal answer.

UNIT 2 • Measuring Time

Contents

» Time
» Time-measuring devices

Objectives

» Learn about different calendars and ways of measuring time
» Practice saying dates and telling the time
» Learn about time zones

Materials

» Student Handbook, pages 180-182
» A flashlight
» A globe
» A world map
» An hourglass

Class Plan

Beginning

Start the class by playing a game to review telling the time. Write a time on a piece of paper (e.g., 5:30 p.m.). Then explain to students that they should ask questions to guess the time:

Student A: Is it 3 p.m.?

Teacher: No, it's later.

Student B: Is it 7:30 p.m.?

Teacher: No, it's earlier.

Use gestures to demonstrate **earlier** and **later**. If time allows, students can play this game in pairs.

Developing

Activity 1

Draw students' attention to the table. Explain the task and allow them some time to complete it. When checking answers, review the use of initial capitals for months and days of the week and the use of a.m. and p.m. with time.

Activity 2

Organize students into pairs and display the world map on the board. Have students locate Brazil and then the other countries in the activity. Then say "When it's daytime in Brazil, it is nighttime in Japan!" You can show students the reason for that by shining the flashlight over the globe as if the device were the sun, and rotate the globe as you do that. For further information, check https://ftd.li/s3kkog.

Use the first country (India) to show pairs how to work with the time zones on the world map in the activity and identify the times. Then allow pairs some time to work on their own. Check answers with the whole class. Encourage students to ask and answer the times.

Activity 3

Ask students to observe and read the text quickly to grasp the main idea. Have them answer the question individually and share their answers in pairs. Check with the whole class.

Activity 4

Ask students "What is the origin of the calendar?" Listen to students' ideas, but do not confirm or reject them yet. Next, draw students' attention to the text and the words in the box. Pre-teach vocabulary if necessary. Allow students some time to do the task individually. Check answers with the whole class.

Activity 5

Organize students into pairs. Point out that the questions are not complete. Walk around the classroom and monitor students' work. Check answers with the whole class. Ask them if they knew about the different calendars and what they find more interesting.

Activity 6

Focus students' attention on the pictures. Elicit the names of the devices and how they are used to measure time. Have students do the task individually.

Activity 7

Organize students into small groups (3-4). Show your hourglass to the class and ask if they have used it in games. Explain the task and turn the hourglass to give students time for the game. When groups are finished, check answers with the whole class. The group with the most correct words is the winner.

Extra Activity

Organize students into pairs – Student A and Student B. Student B chooses one of the time-measuring devices in activity 6, and Student A asks questions to guess the device:

***A:** Does it measure hours?*

***B:** No, it doesn't.*

***A:** Is it a calendar?*

***B:** Yes, it is.*

Ending

Have students work in pairs with the map in activity 2. They can take turns to ask and answer questions about the current time in different countries. You can demonstrate the activity with 2-3 students before they start working in pairs:

Teacher: It's [current time] in [your city] now. What time is it in Germany?

Student: It's [time].

Answers

Activity 1
Personal answers.

Activity 2
Personal answers. Answers will vary according the time of the day students do the task.

Activity 3
Calendars.

Activity 4
a) Pope Gregory XIII; b) 1582; c) traditional; d) religion; e) New Year's Day; f) moon; g) animals

Activity 5
a) Who is responsible for the Gregorian calendar? Pope Gregory XIII. b) When do the Jewish celebrate Rosh Hashana? They celebrate it in September or October. c) How do the Chinese calculate the duration of the year? They use the moon. d) When does the Chinese new year start? It starts on a day between January 21st and February 20th.

Activity 6
I) e; II) a; III) c; IV) d; V) b

Activity 7
Personal answers.

STEAM

CLASS

UNIT 2 • Gadgets

Contents

» Gadgets
» Daily routine and free-time activities

Objectives

» Produce the prototype of a gadget that can facilitate one aspect of people's daily activities
» Describe daily routines

Materials

» Cardboard paper sheets (one per trio of students)
» Colored markers
» Glue
» Old magazines or pictures printouts (enough per trio of students)
» Scissors (one per trio of students)

Class Plan

Beginning

Ask students if they have a cell phone or who in their family has one. Ask them "Is having a cell phone important for you or your family? Why?" You can allow students to discuss in small groups, before opening up the discussion to the whole group.

Developing

Have students sit in a circle. Ask them "In what ways do we use our cell phones and smartphones to help us with our daily lives?" Expected answers may include "We can call people, communicate, research, play games." Make sure students go further into the topic and help them remember other functions, such as alarm clocks, calendars, and different apps that help people plan their routines.

Think Tank

Ask students "What does it mean to be a responsible digital citizen?", "Do you consider yourself a responsible digital citizen?" Explore the questions with them. Allow some time for them to think and discuss in pairs. You can explain that just like cell phones, technology in general, influences our daily lives a lot and that it's essential to know how to use it, how to respect other users, and how to be responsible is the best way to become a digital citizen. Besides respecting other people, other examples of responsible digital citizenship include protecting your privacy, not sharing fake news or messages that may impact negatively in someone's life, etc. You may find other examples at: http://ftd.li/t3euiq.

Organize students in trios. Ask them to discuss which app or functionality on their cell phones they enjoy the most. Monitor and help as needed.

Open up the discussion to the whole group. Ask students "What gadget or application do you think should exist, that would help you and your classmates in daily routines?" If necessary, help students come up with an idea of an activity they could do more easily, e.g., a gadget that helps students finish their homework or remember how to organize their games or books.

Provide each trio with a cardboard sheet, markers, scissors, magazines or printouts, and glue. Explain that each trio is going to create a prototype of a gadget. Ask "Imagine you have the chance to create the gadget you have just talked about. What would you call your gadget?", "How would it work?", "In which ways would it be useful to people?" Monitor and help students as needed.

Join different trios together. Tell them "Now you have to persuade your classmates to download and use your gadget." Allow students some time to talk. Provide them with some useful language for the discussion. Monitor and help as needed.

Ending

Have trios to present their prototypes to the rest of the class. Encourage them to think about how they would persuade others to use their newly created gadgets.

REVIEW

Units 1-2

Contents

- Simple present – **be**
- Simple present with other verbs
- Likes and dislikes
- Questions with verb **be**
- Daily planner
- Time
- Describe routine
- Interview
- Free-time activities
- Wh-questions
- Show empathy

Objectives

- Revise content from units 1-2
- Create a self-portrait
- Plan the "perfect day"

Materials

- Student Handbook, pages 92-93, 166
- Students' notebooks

Class Plan

Beginning

Elicit the wh-questions words and write them on the board. Have students stand up and ask and answer different classmates' questions using the words on the board.

Developing

UNIT 1

Activity 1

Draw a human profile on the board and complement it with things that refer to you, such as hair, glasses, and clothing. Leave the drawing on the board for the following activities. Have students open their books to page 92 and look at the image and the title: "Create Your Self-portrait." Have students read the instructions and check if they understand what to do. Give students 3 minutes for this activity.

Activity 2

Next to your profile on the board, write two affirmative sentences and two negative sentences using the verb **be** about yourself as samples. Have students read the instructions and the suggested topics and make sure everyone understands what to do. Ask them use their notebooks. Monitor the activity and help when necessary.

Activity 3

On the other side of your profile on the board, write two affirmative sentences and two negative sentences about yourself using other verbs. Have students read the instructions and the verbs and make sure everyone understands what to do. Ask them use their notebooks. Monitor the activity and help when necessary.

Activity 4

On the board, below your profile, write two sample sentences using the four stem sentences (a, b, c, or d) from the activity. Have students read the instructions and the stem sentences and check if they know what to do. Ask them use their notebooks. Monitor the activity and help when necessary.

Activity 5

Read the instructions. Elicit and do the first one together on the board with students. Then tell them to work on the other questions. Allow them to look back on pages 16 and 17 of their books for reference. Check and write the answers on the board.

UNIT 2

Activity 1

Tell students about your neighbor Julio's routine. Say "My neighbor Julio **wakes up** at 6 a.m. and at 6:30 he **has breakfast**. At 7:30 he **goes to school** and **comes home** at midday. At 1 p.m. he **has lunch** and at 2 p.m. he **does his homework**. After he finishes his homework at around 4, he **plays** his favorite video games! At 7 p.m. he **eats dinner**, **brushes his teeth** and **goes to bed** at 10 p.m." Have students read the instructions and check if they understand what to do. Allow them time to do both activities and check with the whole class. Give students time to complete the chart and check with the whole class. Write the answers on the board.

ASSESSMENT

Units 1-2

Contents

» Content from units 1-2

Objectives

» Assess what students have learned in units 1-2

Materials

» Test available at Iônica
» Extra activities (optional)
» Readers (optional)

Class Plan

In Advance

› *A few weeks before the due date, take the test in one sitting and write down the time you spent. Multiply it by around 5 to 8 times and this is the time students will need to complete their tests.*

› *Make sure students can do the activities independently as they must remain in silence in order to not disturb other students who are still answering the test.*

› *Consider students' characteristics and knowledge. Make changes in the test to guarantee that it fits the time slot you have and it reflects what happened in the classroom.*

› *Check if you will need sound equipment and make the necessary arrangements.*

› *Prepare extra activity worksheets and get some readers from the library to give to students who finish the test before others if there is not a waiting room or supervised area they can go to.*

Beginning

Arrange students' desks in a way that they are not too close to see each other's answers.

Developing

Tests are typical examples of summative assessments.They are formal, usually administered at the end of a course or unit, only in few times in a year because they aim to measure students' learning over a period of time. However, they are only one among many other forms of assessments you may use to collect data about students' academic knowledge and English proficiency level. In addition to summative assessments, you may use formative ones. These are informal and ongoing evaluation tasks and activities to monitor progress toward a specific objective. Whether using summative, formative, or both types of assessments, use the results to know more about students' strengths and weaknesses so you can adapt lesson plans, personalize instruction, and choose learning materials to better meet their needs.

Go Further

› *For formative assessment ideas, visit https://ftd.li/ut8gpg and https://ftd.li/nbbfso.*

› *Read about the difference of summative and formative assessments at https://ftd.li/pogkj6 and https://ftd.li/rvaei5.*

Classroom Management

› *Answer questions students may have about the instructions.*

› *If students do not know the answer to a question, advise them not to leave it blank. Teach them some strategies such as: to eliminate answers they know are not correct; to pay attention if two alternatives are similar; to look for cues from other questions or from the picture they are looking at. Some suggestions: "Do you understand what you have to do here?", "Which alternatives you know are wrong, so you can eliminate?", "What is the most probable answer?", "[Look at the picture/Read the text] again with more attention. The answer is there."*

› *Sometimes students only need reassurance, so they ask questions to know if they are correct. In this case, motivate and boost their self-confidence by saying they are capable of answering the questions on their own. If you tell them their answer is right or wrong, students will repeatedly ask for more.*

› *During the tests, be alert and monitor students by walking around the classroom to make sure students do not cheat or distract other students.*

› *If some students finish the test before the others and there is not waiting room or supervised area they can go to, tell them to remain silent while other students finish their tests. You may offer them a book to read or a worksheet they can draw, color, or answer without your assistance.*

CLASS

EXAM PRACTICE

Unit 1

Contents

» Content from unit 1

Objectives

» Assess what students have learned in unit 1
» Get students familiar with international exam formats

Materials

» Copies of the exam available at Iônica
» Audio track available at Iônica

Class Plan

In Advance

A few days before:

› *download the exam from Iônica and have copies made;*
› *read the Exam Guidelines available at Iônica in order to familiarize yourself with the exam characteristics and be able to answer students' questions.*

In the previous class:

› *explain to students that, on the day of the exam, they will take a mock test that simulates an international exam. Talk about the importance these exams can have in their lives, for example, opening doors for them to study or work abroad as international language certificates are usually recognized by many international institutions;*
› *discuss test-taking strategies they can use during exams, like time management. Leaving difficult questions to the end is one example.*

Beginning

Arrive before students and check if you have all the necessary materials to start the exam. Check if desk arrangements are adequate: they must discourage students' interaction as well as leave enough space for you to move around to help, if necessary. Remove any poster or other display that can offer answers to the exam questions.

Explain to students the test is divided into three parts: **Reading and Writing**, **Listening**, and **Speaking**. Hand the test out. Tell students to only open the question papers when you tell them to do so.

Developing

Explain to students they will start the test. Ask them to, first, write their names and date on the front page of the test.

Reading and Writing

For this section, tell students that if they need to talk to you, they should raise their hands and wait for you to approach them.

Listening

Before starting this section of the test, advise students that they will hear each part of the exam twice.

Speaking

Help students to feel comfortable during the whole conversation. Candidates to the exam can take the test with another student (or occasionally in a trio). They must have conversations with the examiner (called the "interlocutor" in this part of the exam) and with the other candidate(s).

You may ask help from another teacher for the speaking section or even leave the Speaking section for a second class, if needed.

Ending

Let students know the end is coming by saying something like "You have five more minutes until the end of the exam." When you say "Time is over now," ask them to stop where they are and hand over their tests immediately. Collect everything and make sure students have written their name on the question papers.

EXAM PRACTICE

CLASS

Unit 2

Contents

» Content from unit 2

Objectives

» Assess what students have learned in unit 2
» Get students familiar with international exam formats

Materials

» Copies of the exam available at Iônica
» Audio track available at Iônica

Class Plan

In Advance

A few days before:

› *download the exam from Iônica and have copies made;*

› *read the Exam Guidelines available at Iônica in order to familiarize yourself with the exam characteristics and be able to answer students' questions.*

In the previous class:

› *explain to students that, on the day of the exam, they will take a mock test that simulates an international exam. Talk about the importance these exams can have in their lives, for example, opening doors for them to study or work abroad as international language certificates are usually recognized by many international institutions;*

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Let students know the end is coming by saying something like "You have five more minutes until the end of the exam." When you say "Time is over now," ask them to stop where they are and hand over their tests immediately. Collect everything and make sure students have written their name on the question papers.

Lesson 1

Contents

- Vocabulary
- Conversation: and, but, because
- Grammar

Objectives

- Read for detail
- Use conversation: and, but, because
- Reflect on how to make decisions for themselves

Materials

- Student's textbook, pages 56-58
- Notebook

Class Plan

Beginning

Ask students to draw four different kinds of houses and share them with a classmate. As they finish, ask them to compare their drawings with as many different students as possible within a time limit of 3 minutes. Then, in groups of four, ask students to talk about the different kinds of houses they have seen or visited.

Developing

Activity 1

Tell students to look at the locations in the activity and ask if they know where in the world each one is (the Netherlands is in Europe; Tunisia is in North Africa; Lesotho is a country inside South Africa; and Cambodia is in Southeast Asia).

Activity 4

Draw students' attention to the fact that they do not need to understand every single word to complete the activity.

> Audio Script • Track 27
>
> *Dear mom, dad & family,*
>
> *Amsterdam is striking because there are many canals. The city is beautiful and unforgettable.*

> There are many Romanian Roma living on the banks of the canals, and there are attempts to provide for their a place. On the rocks of Rapa Nui Island, there are dwellings with tables, chairs, or benches. They are beautiful, but they are very, very, very hard to live.
>
> Kelly Ann
>
> Activity 5

Activity 5

Before students do this activity, ask them if any of them have ever received or written a postcard and point some of the characteristics in this genre (short and "happy" text, in which the writer gives an opinion or impression about the place).

Activity 6

Extra Activity

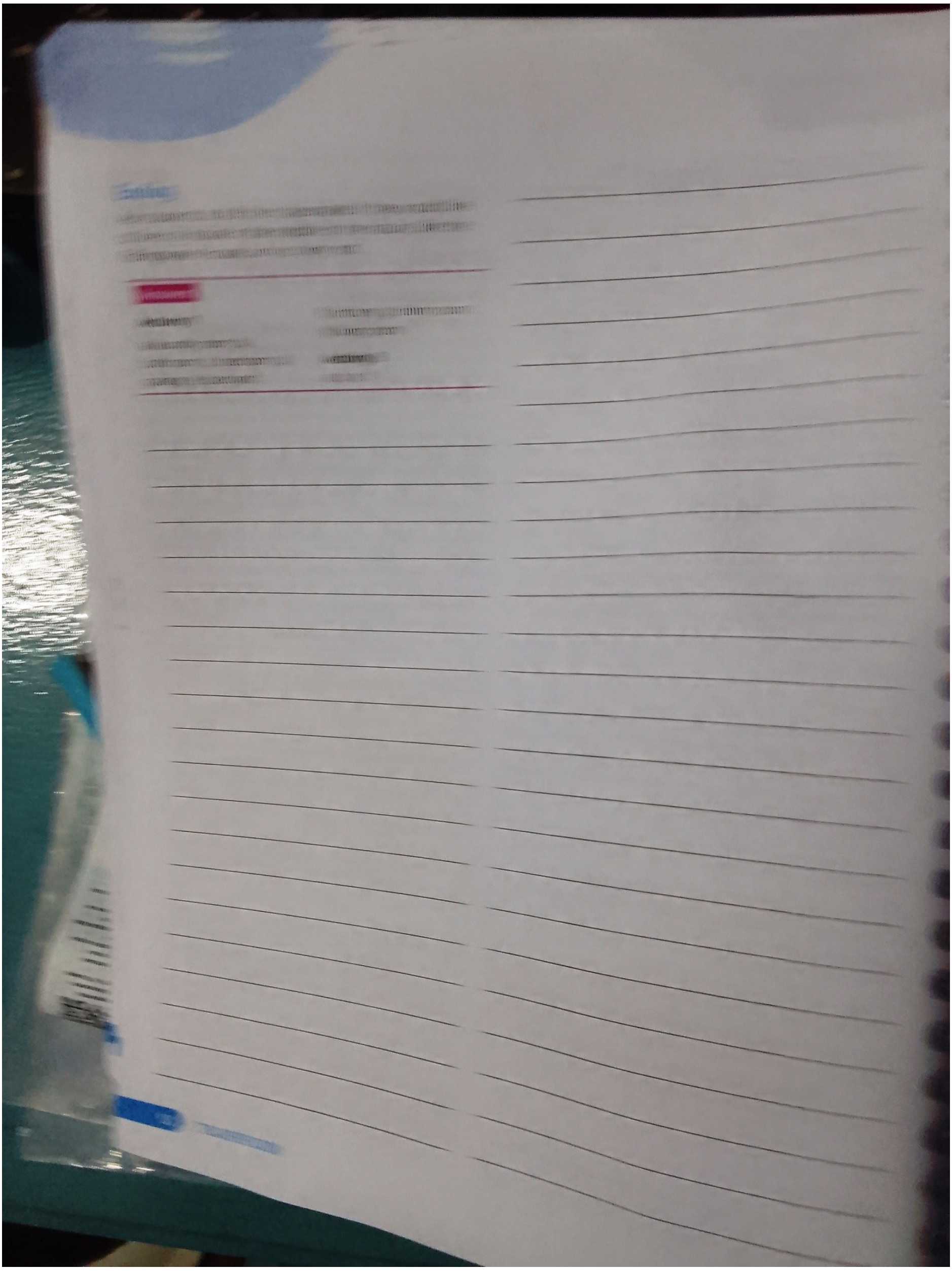
Ask students to choose a place they like and write a postcard about it, as if they were traveling there. They may attach an image or drawing and design their own postcard. As a follow-up, they may "send" it to a classmate.

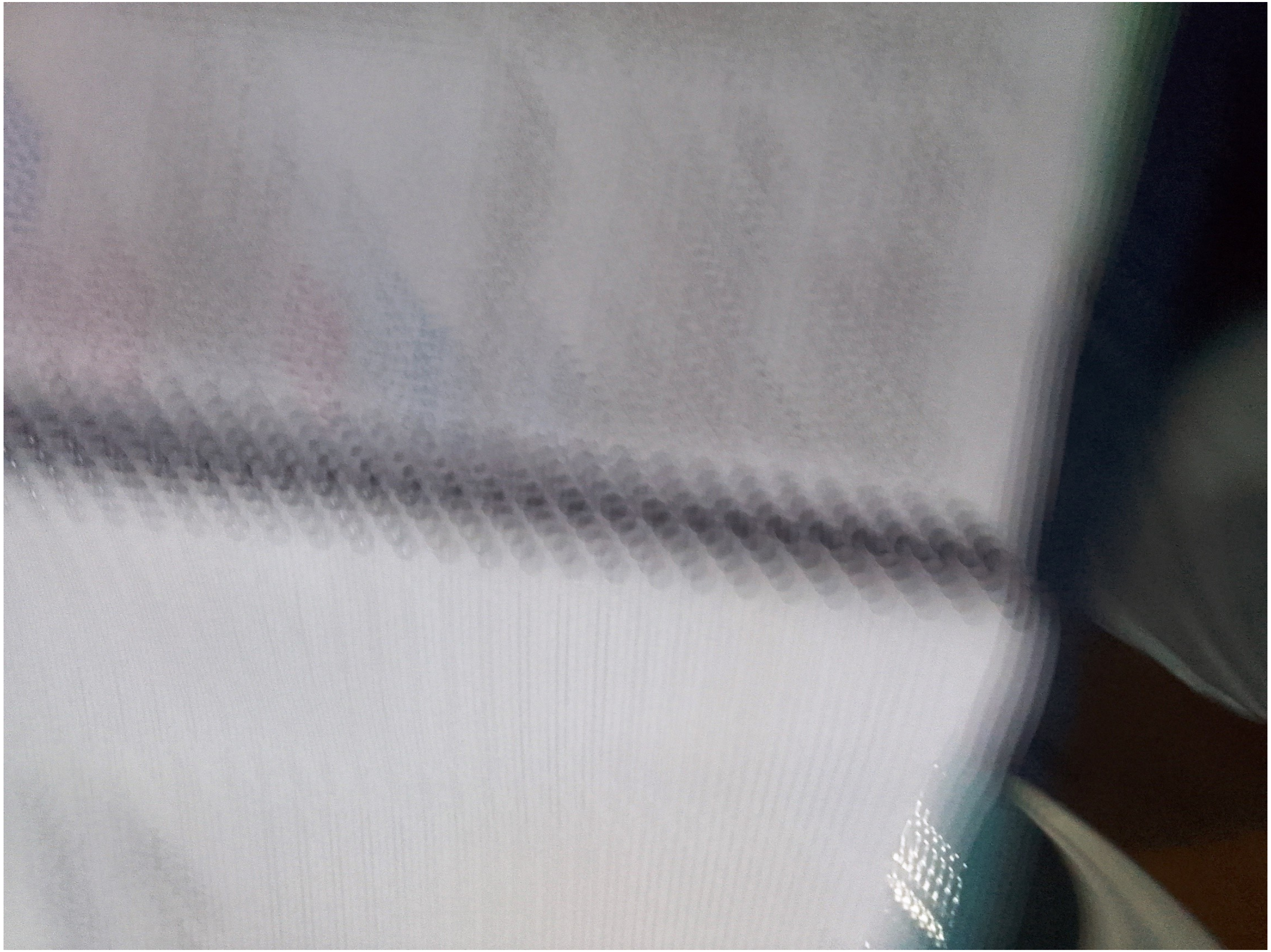
SEE: Inclusion

Tell students to read the text and ask why Karla lives on a boat. Then have them answer the question in small groups. Make sure students understand that dwarfs can do a lot of things and that the best way to help, most of the time, is to ask what they need instead of assuming and doing things in advance. The same applies to people with other special needs.

Ending

Ask students to tell their classmates if they would like to live in a boathouse, why or why not.





Ending

Ask students to reflect and think about one thing they learnt from watching this video and share it with the whole class.

Answers

Activity 1

Personal answers.

Activity 2

Kitchen and closet.

Activity 3

a, b, c, e, g, h

Activity 4

Personal answers.

CLASS

Lesson 2 | Part 2

Contents

» **There is/There are**

Objectives

» Ask questions using **Is there/Are there**
» Pronounce the /ŋ/ sound

Materials

» Student Handbook, pages 36-37
» Audio track

Class Plan

Beginning

Have students sit comfortably and listen attentively to you. Describe your home to students. Speak softly, but clearly.

Developing

Activity 5

Extra Activity

To practice questions, ask students to make a list of five things they have in their backpacks and not show anyone. Write "Is there ....?" and "Are there ....?" on the board and elicit two or three questions. Then, in pairs, they should take turns asking questions. The aim is to be the first to find out all five things on their classmates list.

Activity 7

Ask students to read the text first and discuss with a classmate why Kim is proud of his house.

Audio Script • Track 24

***Kim**: Welcome to my new home!*
***Leo**: Wow, it's amazing!*
***Kim**: Thank you. I'm very proud of it. Everything is designed to be sustainable.*
***Leo**: Oh, really? How so?*
***Kim**: By producing its own energy, for starters.*
***Leo**: OMG! This is so interesting. I need to rethink my home.*

Activity 9

Ask students to say the pairs of words first.

Audio Script • Track 25

a) tack; b) think; c) wing

Activity 10

You can add some fun to this activity by asking students to say the sentence three times as a tongue twister.

Audio Script • Track 26

Wong, don't play on that wing chair in the living room because mom gets angry.

Ending

Have students sit comfortably and listen attentively to you again. Tell them you will describe your home again and they should notice the three differences. Students may take notes and at the end, they may reveal the differences.

Answers

Activity 4

a) is; b) are; c) isn't; d) aren't

Activity 5

a) Are there; b) There isn't; c) There is; d) Is there; e) are there; f) There are

Activity 8

c

Activity 9

a) tack; b) think; c) wing

Activity 10

Four: Wong, wing, living, angry.

UNIT 3

Lesson 3 | Part 1

Contents

» Furniture
» Prepositions (**next to**, **under**, **in**, **on**)

Objectives

» Describe someone's house
» Name some pieces of furniture
» Use prepositions of place

Materials

» Student Handbook, pages 38-39
» Audio track

Class Plan

Beginning

In small groups, students compare the drawings they did for homework and describe them using **there is** and **there are**. Ask each group to say which of the dream houses they liked best and why.

Developing

Activity 2

Introduce prepositions, place a book on your desk. Tell students to look attentively and then close their eyes. Put a pen next to the book, ask them to open their eyes and say what happened. Ask them to close their eyes again and change the position of the pen. As you keep doing this, elicit the new position of the pen and say the correct preposition.

Activity 3

Ask students to do this activity as a Memory game, with their eyes closed.

Activity 4

After students have answered, ask them who lives in a big city (Andreea) and who lives in a rural area (Osia). Make two columns on the board and write the headings: "rural" and "urban". Play the audio again and ask them to pay attention to the evidence the audio provides about the places where they live.

Audio Script • Track 27

a) He is 18 years old. He's from Lesotho, in Africa. His mother and his brothers and sisters live and work in South Africa. He lives alone in the family house, a typical rondavel. He is a shepherd: he cares for a dozen sheep and four cows. He is very proud to be responsible for the family's richest treasure.
b) She's 24 years old. She and her husband are from Romania, in Europe. She's a young civil engineer who did part of her university degree in Paris. She believes the European Union is good for all the participant countries because together they are stronger than alone.

Ending

In pairs, have students spell different parts of the house. As one is spelling, the other one is checkng in their books.

Answers

Activity 1

a) A; b) A; c) O, A; d) A; e) A; f) A; g) O, A

Activity 2

a) on; b) under; c) next to; d) in

Activity 4

a) Osia; b) Andreea

Festivals | Part 3

Contents

» Festivals around the world

Objectives

» Share information about festivals
» Plan the production of a poster

Materials

» Graded Reader – *Festivals*
» Pictures/videos and information about the festivals students will present

Class Plan

Beginning

Ask students to show to the class the pictures or videos they have brought of their festival, and have the class guess what festival it is.

Developing

Tell students to get together in their groups. Explain that the groups will analyze the materials their members have brought and select the information and the pictures which will be on their poster.

Tell students that the objective of the final reader activity is to produce and present a poster containing information on the festival they are responsible for. Talk to the class about the size and content of the texts they will write. Some suggestions would be an introduction, explanation about what the pictures represent, and a text describing the festival. Tell students their poster will be evaluated on grammar, content, and layout. They will also be evaluated on the oral performance.

Tip

As a digital alternative for this activity, tell students they can create their posters online using free online poster maker at http://ftd.li/d63kb5.

The groups should decide which materials they will need to produce the poster, and what each member will bring next class.

Ending

Write some information on the board about one of the festivals in the book. For example: date, music, clothes, food, what activities people do to celebrate the festival, and any other information included in the book. Ask students to guess which festival it is.

Answers

Activity 5

a) interested; architecture; human; b) angle; photographs; c) important; aspect; project; photos; stories; photos; d) differences; habits; perception; family; e) common; connectivity; dignity

Activity 6

a) human rights. b) let's all the room details appear in just one photograph. c) the stories behind the photos. d) Languages; Perception of family. e) Connectivity.

CLASS

Lesson 4

Contents

- Travel accommodation reviews

Objectives

- Read reviews about travel accommodations.
- Write a review about travel accommodation.
- Think about how to control impulse and give polite feedback.

Materials

- Student Handbook, pages 40–41

Class Plan

Beginning

Have students tell each other whether they enjoy sleeping away from home or if they would rather sleep in their own beds and why.

Developing

Activity 1

Tip

RV stands for "recreational vehicle." An RV park is an open area where travelers can park their RV, stay overnight or for a longer period, and enjoy nature.

Activity 3

Assign this activity as an individual challenge.

Language Association

Bathroom and **toilet** may mean different things in American and British English. **Toilet**, in American English, is the expression we have in bathrooms with a device to flush the water. In British English, **toilet** also means **bathroom**. The word **loo** is more frequently used in British English and is a British variation.

Fine-tuning

Ask fast finishers to help students who are having difficulty. Remind them that helping does not mean providing the answer.

SEL: Controlling Impulse

Ask students to justify their answers. Make the following observations, if necessary: Review A is too emotional and provides impressions rather than objective facts. There is the impression of noise and of rudeness and impoliteness from the staff. However, the reviewer doesn't talk about the causes of the problems, which makes it difficult for readers to evaluate, for example, if the place will be noisy when they visit or if it was a one-off situation that might not be repeated in the future. Because the review is very aggressive, the reader might think that this guest's evaluation of other people's manners might not be very realistic. On the other hand, Review D gives objective information that might help both travelers to make a decision based on facts and the hostel owner to take effective measures to improve their business.

Activity 5

Reinforce that there might be more than one correct answer in each statement.

Activity 6

Before students fill out the form and write a review, ask them to talk about the last time they traveled and stayed at some kind of travel accommodation. Besides the ones in activity 1, you could elicit other types of accommodation, such as a hotel, an AirBnB, etc.

Tip

Before you give students feedback on their written work, ask them to share their texts with a classmate and make two polite comments: one pointing out something they liked about their classmates' work and the other suggesting something to be improved.

Ending

Allow students time to make any changes they feel necessary. Ask them to bring pictures of different people in their family for next lesson.

Answers

Activity 1

d, a, b, c

Activity 2

Personal answers.

Activity 3

a) Resort; b) Rented home; c) RV park; d) Hostel

Activity 4

a) Negative: awful; noise; not good value for your money; rude; impolite; don't want to come back; b) Positive: tidy; lovely; equipped; everything you need; good; nice; great; always there; happy; great; c) Positive: quiet; clean; yard; cable TV; wi-fi; individual; all to yourself; d) Negative: no; only; No; dirty

SEL: Controlling Impulse

a) d; b) a; c) d; d) d

Activity 5

a) positive; negative; b) evidence; c) the writer's opinion

Lesson 2

Contents

» Talk about groups
» Different interests

Objectives

» Listen to someone talking about a group
» Pronounce the /ei/ sound

Materials

» Student Handbook, pages 46-47
» Audio track

Class Plan

Beginning

Tell students you're going to say a word or expression and they are going to say something they associate with it. Say "friends" and ask them to say something they associate with it, such as love, a friend's name, school, etc. Begin with words from the previous lesson: mother, brother, family, cousin. Move on to words in this lesson and use this opportunity to pre-teach them, if necessary: **kung fu fighter**, **poet**, **rap fan**, **vegan**.

Developing

Activity 1

After students do the matching, ask them if they got everything right and, if not, to what extent people's appearances misled them.

Audio Script • Track 30

***Alvita**: I look very serious for my work, but when I finish, I love my martial arts friends. We practice together and help each other to improve. I'm a black belt now!*
***Jason**: I love being creative, and I write a lot. In my group, we read together and make suggestions for the future. They are lovely people, all different ages and backgrounds.*
***Lloyd**: People look at me and they don't believe it. But it's true, I never eat meat, dairy products, eggs, or use any animal products. I belong to a community and we support each other to find the right foods and products.*
***Vea**: Everyone thinks that I like boring music, you know, people with guitars, but I don't. When I was a kid, I started listening to Public Enemy and De La Soul and now I go to shows with my friends.*

Think Tank

Ask students to discuss the questions with a classmate and then choose something they said to share with the whole group.

Activity 2

Audio Script • Track 31

I love cosplay and I do it with my friends every weekend. We get dressed up as our favorite anime characters and it feels great. Because of cosplay I have lots of new friends. It's a great way to meet people. I also like designing costumes, and my friends say I'm really good at it! Another thing I enjoy is going to events that we call "cons." You can see people wearing lots of different amazing costumes and people come and speak to you about yours. They are so kind! I'm excited because I have a con today!

Tip

Reading the task first can lower some students' anxiety and help them focus on the text. Encourage them to use this strategy by allowing them some time before you play audio tracks for listening comprehension.

Activity 4

Audio Script • Track 32
a) say; b) today; c) way

Fine-tuning

If you feel students need more support or ideas, write "Lloyd," "Vea," "Alvita," "Jason," and "Brianna" on the board and ask students to say what they remember about: a) the groups they mentioned; and b) what they like about being in those groups. Take notes as they speak, so they can use these as a model.
Lloyd/vegans/supporting each other to find the right foods and products.
Vea/rappers/going to shows with her friends.
Alvita/ kung fu fighters/practicing together and helping each other to improve.
Jason/poets/reading together and making suggestions for the future.
Brianna/cosplayers/designing costumes, dressing up, going to events and meeting people.

It's equally important in long-distance friendships to be good with your words because they're not there to see your actions. You know, emojis *help a lot with that.*
If you, for instance, see a picture online that reminds you of your friend, then go ahead and save it and send it to them.
I also like to keep contact with my friends via just pen pal letters. I find that kind of, I mean, not only does it strengthen your hand from writing so much but it really just brings out a uniqueness in the friendship. I wanna thank you guys for watching and I guess I'll see you next time.

Vivacioushannah. "Long-Distance Friendship Tips." YouTube. April 15, 2016. Accessed February 11, 2019. https://www.youtube.com/watch?v=9ltj4W-3_No. Excerpts from 0:00 to 0:03, from 0:18 to 0:45, from 0:55 to 1:07, from 1:19 to 1:23, from 3:00 to 3:08, from 4:00 to 4:06, from 4:27 to 4:43, and from 6:16 to 6:19.

Activity 5

Audio Script • Track 36

It's equally important in long-distance friendships to be good with your words because they're not there to see your actions. You know, emojis *help a lot with that.*

Vivacioushannah. "Long-Distance Friendship Tips." YouTube. April 15, 2016. Accessed February 11, 2019. https://www.youtube.com/watch?v=9ltj4W-3_No. Excerpt from 3:00 to 3:08.

Extra Activity

Write "How to keep your school friends" on the board and ask students to form small groups and prepare some tips. They could then record them or make a presentation to another group.

Think Tank

As the quote is dense and not very simple, you may ask students to use a dictionary and set it as a translation challenge.

Tip

Robert Southey (1774-1843) was an English poet of the Romantic school, and one of the so-called "Lake Poets." He is not as famous as other Lake Poets like William Wordsworth and Samuel Taylor Coleridge, but many of his poems are still read by school children.

Source: "Encyclopedia Robert Southey." Kids.Net.Au. Accessed June 18, 2019. http://encyclopedia.kids.net.au/page/ro/Robert_Southey.

Ending

Place a few other poems and quotes about friendship on the walls and have students silently walk around the classroom and read them.

Answers

Activity 1

Possible answers: we communicate by instant messaging apps, phone, letter, etc.

Activity 2

a

Activity 3

a) 4; b) 3; c) 2; d) 5; e) 6; f) 1

Activity 4

a) T; b) NM; c) T; d) F; e) F

Activity 5

Possible answer: she means that when you are talking to someone online, they do not see your actions, your physical expressions, and sometimes you can send the wrong message because of it. *Emojis* can help because they express emotions you may be feeling at the moment.

CLASS

UNIT 4 • Possessive Adjectives, Subject, and Object Pronouns

Contents

» Possessive adjectives
» Subject and object pronouns

Objectives

» Review and expand the grammar content from unit 4
» Practice using possessive adjectives, subject and object pronouns

Materials

» Student Handbook, pages 217-218
» Sheets of paper

Class Plan

Beginning

Greet students enthusiastically. Ask them to make space in the classroom. Then have everybody stand in the middle of the classroom and bring with them one of their personal belongings. It can be a book, a pen, a backpack, etc. They should hold their objects and make them visible to everyone. One of the students walks around pointing to the other students' objects and naming them in a sequence, for example, "my eraser, his pencil, her pen, etc.".

There are many variations of this activity. You can have them hold words written on slips of paper instead of the real object. This type of activity can be used to review any vocabulary, providing that students use the possessive adjectives in their sentences.

Developing

Activity 1

Have students look at the activity and elicit what the table summarizes. Explain what they need to do, if necessary. Depending on students' level, you can ask them to complete the table on their own or review the subject pronouns with them first. Make them observe the three columns. When checking their answers, remind them that "your" can be used for both singular and plural sentences. Briefly review the use of each pronoun and the possessive adjective.

Activity 2

Ask students to read the sentences paying special attention to the words in bold. Have them notice that these words are being used incorrectly in the sentences. Ask students to rewrite them, correcting the mistakes. Before checking the activity with the whole class, ask them to compare their sentences in pairs.

Activity 3

Have students observe the picture and ask them if they know who this person is. Let them briefly share what they know about the actor. Ask students to read the text and observe that the possessive adjectives are missing. Tell them to read the alternatives a-d and choose the one that best completes the text. Ask a volunteer to read the text to check the activity with the whole class.

Activity 4

Finally, have students choose the best option to complete each gap in the text. Ask them to read the text first without paying too much attention to the options to complete it. Ask them what the text is about. Then have students observe they are going to choose between possessive adjectives, subject pronouns, and object pronouns to complete the text. If necessary, review the use of each determiner with them by writing some example sentences on the board. You can ask students to complete this activity in pairs if you think it is more appropriate. Check the activity by asking them to read the sentences aloud and write them on the board.

Ending

Ask students to write a similar paragraph about themselves and their families. Alternatively, they can write about other relatives of friends if they prefer to. When they finish, encourage them to share their paragraph with a classmate to proofread it and ask for improvements. Have students write a final version, if necessary, on a separate sheet of paper. Encourage some volunteers to read their paragraphs aloud. Ask them to give the sheets of paper to you. In the following class, you can review the topics with them by writing some of their examples on the board.

Answers

Activity 1

SINGULAR			PLURAL			BOTH		
Subject pronoun	Possessive adjective	Object pronoun	Subject pronoun	Possessive adjective	Object pronoun	Subject pronoun	Possessive adjective	Object pronoun
I	**my**	me	**we**	our	us	**you**	**your**	you
she	her	her	they	**their**	them			
he	**his**	him						
it	**its**	it						

Activity 2

a) These are my parents. Their names are Carlos and Julia.
b) We are cousins. We love our family!
c) That girl is my best friend. She calls me every day.
d) Maggie, is that your mom over there?

Activity 3

b) His, their, his, His, her, their

Activity 4

I´m; my; Her; She´s; he´s; His; him; He´s; we; them

Lesson 4

Contents

» Reaction to expressions
» Post

Objectives

» Write a post
» Comment on a post
» Use expressions to show surprise, emotions, or make compliments

Materials

» Student Handbook, pages 50-51

Class Plan

Beginning

Tell students that you're going to say some free-time activities. They should snap their fingers if they enjoy doing it or touch their noses if they don't like doing it. Ask them to use "I like/I don't like/I love/I hate" and say the sentence as they touch their nose or snap their finger. Example: "I don't enjoy doing crochet/I love doing parkour."

Developing

Activity 1

Model this activity by writing your own list on the board. Encourage students to guess your preferences and explain why.

Activity 3

Ask students what social media they know about and if they use any. Do they follow many people? Do they have followers? If so, what do they usually post?

Language Variation

There are several differences in American and British English spelling. In this activity, we can see two of them. The word ***realising*** *in the comment written by an Irish person is spelled "realizing" in American English. Words ending in* ***-ize*** *in American English, such as* ***criticize*** *and* ***organize****, are changed to* ***-ise*** *in British English. In the comment written by someone from Singapore, the word* ***favourite*** *is the British English spelling for* ***favorite*** *in American English. Other examples of this difference in spelling are the words* ***color/colour*** *and* ***neighbor/neighbour****. If you or the students want to know more about differences in spelling, you can find some information at http://ftd.li/28v8yq.*

Tip

Write "OMG," "LOL," "BRB" on the board and ask students if they know what these abbreviations used on the internet mean (Oh My God; Laugh Out Loud; Be Right Back, respectively).

Activity 7

Ask students to sit in groups of five and pass their notebooks to the next classmate. This way they will have fun writing and reading the comments.

Ending

Have students think of a surprising fact about themselves, walk around, and tell each other. They should react with:

› Amazing!
› Oh My God! (OMG)
› Wow
› Great!

Answers

Activity 2

Expressing surprise: Amazing!; OMG!; Wow!
Reacting to good news: Congratulations!; I'm so happy for you!
Reacting to a description: Amazing!; Great shot!; Love this!

Activity 4

a) text; pictures; b) internet; c) informal; d) followers

Activity 5

b) I am reading with my siblings. I just love it!
c) I am on a trip and I am realizing what is important in life.
d) I love knitting. Find your favorite hobby!

STEAM

UNIT 4 • Animals

Contents

» Animals
» Collaboration

Objectives

» Research which animals in the natural world are organized in social groups
» Reflect upon the importance of helping each other
» Use technology to research a topic

Materials

» Computers or tablets (one per pair of students in the classroom or take students to the computer lab)
» Pictures, printouts or projected, of different animals organized in social groups (e.g., bees, elephants, ants, etc.)
» Poster paper and art supplies (optional – per group of four students)

Class Plan

Beginning

Organize students into small groups. Have them observe how people are organized in social groups and how we need each other. You may ask "Do we need one another to continue living?", "How are we organized in society?"

Tell students that similar to humans some animals are also organized in social groups. Explain that they are going to research which animals these are and get to know more about them.

Developing

Take students to the computer lab or provide them with computers or tablets and organize them into pairs. Show them how to use web search engines to search for a topic and how to choose the best results. They can observe if the website is reliable or not. Guide them in their research. Here you find some useful search engines and reliable websites to be used as sources, but you can include any other you may find relevant. All links were accessed on January 28, 2020.

Web search engines:

› Duck Duck Go: http://ftd.li/rexd77
› Kids Search: http://ftd.li/6imd4m – safer for teens

Useful websites and videos for research about the topic:

› National Geographic Kids: http://ftd.li/m33wi6
› Britannica: http://ftd.li/xz2bhi
› Amazing Animal Groups: http://ftd.li/infm96 (video)
› Animal Group Behavior for Kids: http://ftd.li/dr4d7j (video)

Tell the pairs to research which animals in the natural world are organized in social groups and choose one animal to explore further. Allow students some time to do the research. Encourage them to study different animals; however, some pairs may research the same animals because they are presenting their work in groups. If students have difficulty in finding and choosing the animals, you may give the example of ants or bees, elephants; each ant or bee does something for the whole group and they need each other to keep thriving. Show students the pictures. Ask them to take notes about the things they discover about each animal on their notebooks or an electronic document. Explain that they need to collaborate with each other during research, while preparing the presentations and when giving it to the class. Tell them they are going to present their research in groups.

Once students finish, organize them into groups. You can decide the best way of doing so, like having students that researched similar animals in the same group, for example. Ask them how they would like to organize a presentation to their classmates about the animal of their choice. You can suggest that they use a PowerPoint presentation, for instance. In this case, you can show them some presentations so that they know what to do. Alternatively, they can choose to create a short video, a photo collage, or a social media post. Provide students with some examples of those texts and photos, if necessary.

Another option, if you prefer not using technology for students' production, they may use posters or any other visual aids that may be available.

Allow students to organize and prepare their presentations. When all groups finish, have them share and exchange the information they gathered. Encourage students to look for similarities and differences between the animal groups they have researched.

ASSESSMENT

CLASS

Units 3-4

Contents

» Content from units 3-4

Objectives

» Assess what students have learned in units 3-4

Materials

» Test available at Iônica
» Extra activities (optional)
» Readers (optional)

Class Plan

In Advance

› *A few weeks before the due date, take the test yourself in one sitting and write down the time you spent. Multiply it by around 5 to 8 times and this is the time students will need to complete their tests.*
› *Make sure students can do the activities independently as they must remain in silence in order to not disturb other students who are still answering the test.*
› *Consider students' characteristics and knowledge. Make changes in the test to guarantee that it fits the time slot you have and it reflects what happened in the classroom.*
› *Check if you will need sound equipment and make the necessary arrangements.*
› *Prepare extra activity worksheets and get some readers from the library to give to students who finish the test before others if there is not a waiting room or supervised area they can go to.*

Beginning

Arrange students' desks in a way that they are not too close to see each other's answers.

Developing

Tests are typical examples of summative assessments. They are formal, usually administered at the end of a course or unit, only in few times in a year because they aim to measure students' learning over a period of time. However, they are only one among many other forms of assessments you may use to collect data about your students' academic knowledge and English proficiency level. In addition to summative assessments, you may use formative ones. These are informal and ongoing evaluation tasks and activities to monitor progress toward a specific objective. Whether using summative, formative, or both types of assessments, use the results to know more about students' strengths and weaknesses so you can adapt lesson plans, personalize instruction, and choose learning materials to better meet their needs.

Go Further

› *For formative assessment ideas, visit https://ftd.li/ut8gpg and https://ftd.li/nbbfso.*
› *Read about the difference of summative and formative assessments at https://ftd.li/pogkj6 and https://ftd.li/rvaei5.*

Classroom Management

› *Answer questions students may have about the instructions.*
› *If students do not know the answer to a question, advise them not to leave it blank. Teach them some strategies such as to eliminate answers they know are not correct; to pay attention if two alternatives are similar; to look for cues from other questions or from the picture they are looking at. Some suggestions: "Do you understand what you have to do here?", "Which alternatives you know are wrong, so you can eliminate?", "What is the most probable answer?", "[Look at the picture/Read the text] again with more attention. The answer is there."*
› *Sometimes students only need reassurance, so they ask questions to know if they are correct. In this case, motivate and boost their self-confidence by saying they are capable of answering the questions on their own. If you tell them their answer is right or wrong, students will repeatedly ask for more.*
› *During the tests, be alert and monitor students by walking around the classroom to make sure students do not cheat or distract other students.*
› *If some students finish the test before the others and there is not waiting room or supervised area they can go to, tell them to remain silent while other students finish their tests. You may offer them a book to read or a worksheet they can draw, color, or answer without your assistance.*

EXAM PRACTICE

CLASS

Unit 3

Contents

» Content from unit 3

Objectives

» Assess what students have learned in unit 3
» Get students familiar with international exam formats

Materials

» Copies of the exam available at Iônica
» Audio track available at Iônica

Class Plan

In Advance

A few days before:

› *download the exam from Iônica and have copies made;*
› *read the Exam Guidelines available at Iônica in order to familiarize yourself with the exam characteristics and be able to answer students' questions.*

In the previous class:

› *explain to students that, on the day of the exam, they will take a mock test that simulates an international exam. Talk about the importance these exams can have in their lives, for example, opening doors for them to study or work abroad as international language certificates are usually recognized by many international institutions;*
› *discuss test-taking strategies they can use during exams, like time management. Leaving difficult questions to the end is one example.*

Beginning

Arrive before students and check if you have all the necessary materials to start the exam. Check if desk arrangements are adequate: they must discourage students' interaction as well as leave enough space for you to move around to help, if necessary. Remove any poster or other display that can offer answers to the exam questions.

Explain to students the test is divided into three parts: **Reading and Writing**, **Listening**, and **Speaking**. Hand the test out. Tell students to only open the question papers when you tell them to do so.

Developing

Explain to students they will start the test. Ask them to, first, write their names and date on the front page of the test.

Reading and Writing

For this section, tell students that if they need to talk to you, they should raise their hands and wait for you to approach them.

Listening

Before starting this section of the test, advise students that they will hear each part of the exam twice.

Speaking

Help students to feel comfortable during the whole conversation. Candidates to the exam can take the test with another student (or occasionally in a trio). They must have conversations with the examiner (called the "interlocutor" in this part of the exam) and with the other candidate(s).

You may ask help from another teacher for the speaking section or even leave the Speaking section for a second class, if needed.

Ending

Let students know the end is coming by saying something like "You have five more minutes until the end of the exam." When you say "Time is over now," ask them to stop where they are and hand over their tests immediately. Collect everything and make sure students have written their name on the question papers.

CLASS

Unit 4

Contents

» Content from unit 4

Objectives

» Assess what students have learned in unit 4
» Get students familiar with international exam formats

Materials

» Copies of the exam available at Iônica
» Audio track available at Iônica

Class Plan

In Advance

A few days before:

› *download the exam from Iônica and have copies made;*
› *read the Exam Guidelines available at Iônica in order to familiarize yourself with the exam characteristics and be able to answer students' questions.*

In the previous class:

› *explain to students that, on the day of the exam, they will take a mock test that simulates an international exam. Talk about the importance these exams can have in their lives, for example, opening doors for them to study or work abroad as international language certificates are usually recognized by many international institutions;*
› *discuss test-taking strategies they can use during exams, like time management. Leaving difficult questions to the end is one example.*

Beginning

Arrive before students and check if you have all the necessary materials to start the exam. Check if desk arrangements are adequate: they must discourage students' interaction as well as leave enough space for you to move around to help, if necessary. Remove any poster or other display that can offer answers to the exam questions.

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Help students to feel comfortable during the whole conversation. Candidates to the exam can take the test with another student (or occasionally in a trio). They must have conversations with the examiner (called the "interlocutor" in this part of the exam) and with the other candidate(s).

You may ask help from another teacher for the Speaking section or even leave the Speaking section for a second class, if needed.

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Let students know the end is coming by saying something like "You have five more minutes until the end of the exam." When you say "Time is over now," ask them to stop where they are and hand over their tests immediately. Collect everything and make sure students have written their name on the question papers

CLASS

CLIL PROJECT

Where Is English Spoken? | Part 1

Contents

» World-map and countries
» English around the world

Objectives

» Name the countries around the world
» Investigate the definition of **official**, **first**, **second**, and **additional language**

Materials

» Student Handbook, pages 100-101
» Computer lab or devices with internet access

Class Plan

Beginning

In small groups, students take turns saying the names of countries in English and challenging their classmates to say what they know about that country (where they are located, famous people who were born there, trivia, etc.).

Developing

Activity 1

Focus students' attention on the map and ask if they can guess why some countries are in a different color. Tell students to write their caption for the map based on their observation and compare it with two or more classmates. Ask them to tell a classmate which of these countries they would like to visit and why. Have two or three volunteers share their ideas with the whole group. Write on the board "I would like to visit _____ because _____."

Explain to students that they will investigate some facts about English in the world: the reasons for the spread of the English language; where and how it is spoken on the five continents; and its current status in the countries (first, second, or official language).

Give students some time to research the definition of **official**, **first**, **second**, and **additional language**. Draw their attention to the fact that a language being official in a country does not necessarily mean that most people use it to communicate. It might also be interesting to mention that the expression "foreign language" has been recently replaced by the term "additional language," which more closely reflects the global connectedness we live in today.

Ending

As a wrap-up activity, students can explore the map a little more. Ask them if they can name the monuments that appear in the map. They can do the activity in pairs or groups.

CLASS

Where Is English Spoken? | Part 3

Contents

» World-map and countries
» English around the world

Objectives

» Organize the research about English countries
» Produce an infographic about one English-speaking country

Materials

» Student Handbook, pages 14-15 and 100-101
» Computer lab or devices with internet access

Class Plan

Beginning

Students can finish their research and share ideas and information about their chosen countries.

Developing

Activity 3

Refer students to the infographic in unit 1 (pages 14-15) and tell them they will organize their research using the same genre. Revise the main characteristics of an infographic and write them on the board:

- Use of verbal and nonverbal resources, such as pictures and flags;
- Use of objective and factual language.

Also, discuss the importance of checking the reliability of the sources used and making sure they are acknowledged in the infographic.

Provide students with a list of online tools they can use to create their infographic. Here are some suggestions. It is important to check if the infographic template chosen is free of charge or paid.

- Visua.ly: http://ftd.li/qf53x6
- Canva: http://ftd.li/5fpfaw
- Venngage: https://ftd.li/3dd5qj

Have students consider how they are going to communicate the information they have collected. Give students time to discuss this in class. It might be interesting to ask them to sketch their infographic on paper. If necessary, remind them of how important visual appeal is and discuss the colors and pictures they might use in their work.

In order to guide students and give them support, define the rubrics for the creation and assessment of their infographic productions. Discuss what is expected in terms of content (information about English-speaking countries), visual appeal (colors, pictures, flags, etc.), layout (visually attractive and easy to identify information), reliability of sources (check more than one source) and accuracy (use of the verb to **be**, simple present, personal pronouns, spelling). You may build the rubrics together in class, making the evaluation criteria clear. It might be helpful to refer students to the self-evaluation grid at the beginning of each unit and use it as a model.

Ending

Tell students they have until the next CLIL Project class to finish the production of their infographics. Do not forget to create an online environment for students to upload their infographics and share their production.

Where Is English Spoken? | Part 4

Contents

» World-map and countries
» English around the world

Objectives

» Present an infographic
» Evaluate the work of a classmate

Materials

» Student Handbook, pages 100-101
» Computer lab or devices with internet access
» A2 sheets of paper
» A printer

Class Plan

Beginning

Go to the computer lab or use devices with internet access in the class. Group students so that they can show and evaluate their infographics in class.

Developing

Activity 4

Create an online environment for students to upload their infographics and share their production.

Invite all students to access the infographics online and find similarities and differences in how and where English is spoken around the globe.

Encourage students to ask their classmates questions about their infographic and to give constructive and respectful feedback on their work, making comments about what they liked best and what they believe could get even better.

Alternatively, print out all the infographics on large sheets of paper (A2) and display them around the classroom as an exhibit for students to visit and perform the same questioning and feedback task. In both cases, it would be interesting if the school community could also access your students' work.

Activity 5

After students have read all the infographics, have a group discussion about the reasons why English has become so widely spoken as well as the importance and influence of English in the world nowadays. Ask students their opinion about the extent to which business and cultural factors, such as music and cinema, might be influencing more and more people in other countries to learn English as an additional language. Take this opportunity to talk to them about the concept of English as a *lingua franca*, a common language used by people from different language backgrounds. Ask for their opinions about the importance of knowing how to speak English in their country and if they think most people have the opportunity to learn this language. Ask them to justify their opinions.

Ending

Discuss students' impression of the project and ask them what they learned by doing the project. Encourage them to identify what else they learned beyond English: research skills, reading graphs and maps, teamwork, computer and internet skills, integration of subjects such as art, geography, and history.

STEAM PROJECT

Cardboard Stool Challenge | Part 1

Contents

» Parts of a house and furniture
» Stools
» Collaborative planning

Objectives

» Name parts of a house and furniture
» Write a list of ideas for a stool project
» Anticipate possibilities, problems, and solutions

Materials

» Student Handbook, pages 102-103
» Reused cardboard
» Scissors
» Ruler
» Glue
» Tape

Class Plan

Beginning

Tip

If you do not have the appropriate material for a sturdy stool or time is short, adapt the challenge to constructing a small table, like a coffee table, or one for classroom material (that needs to support less weight).

In small groups, students take turns saying parts of the house in English and challenging classmates to name pieces of furniture in it. Elicit some of the items they mention and write them on the board. Ask them to discuss in pairs how easy or difficult it would be to build each of the items with limited materials.

Developing

Before opening students' books, tell them about the kind of project they are about to start. Say that, in small groups, they will build something together and in order to do this, they will come up with a plan, execute it, see if it works, and, if necessary, redesign and retest it. As you tell them about the project, make it sound really fun.

Focus students' attention on the title, pictures, and the question "Can you build a stool from cardboard?" Ask them what they think the challenge and how easy or difficult it will be. Form groups of 3-6 students and ask them to predict what difficulties they might have to face to complete this challenge effectively.

Welcome students' initial ideas and questions. Encourage them to consider different aspects of their task and ask further questions to trigger discussion:

› What are stools used for?

› What are stools normally made of?

› Which materials are most resistant?

› Can a stool made from cardboard support the weight of a 6th grade student sitting or standing on it?

After this first discussion, tell students that they have a mission: to build a stool from cardboard together. Allow them some time to analyze the material they have, taking the following into consideration:

› what is it possible for them to do with that material;

› what limiting conditions the material offers;

› how they can overcome the limitations in order to achieve their goal.

Tell students to make three columns in their notebooks with the following headings: Possibilities – Anticipated Problems – Our Solutions. Reinforce the idea that you would like the groups to think of several different ways they can build the stool and the factors they need to take into consideration. Ask them to register the group's ideas in their notebooks using bullet points and sketching some of the solutions they've considered.

Ending

An important component of this project is collaborative planning, so tell students to decide who will be responsible for each task. Clarify that the idea of having someone in charge is to distribute responsibilities and that it doesn't mean they are not working together. Write the steps they suggest in English on the board so they can record the distribution of tasks. They may use the simple present to do this: Claire measures the cardboard, John and Mary cut the cardboard, Paul and Rachel design the stool, we make the model together, etc.

CLASS

STEAM PROJECT

Cardboard Stool Challenge | Part 3

Contents

» Stools
» Collaborative planning and constructing

Objectives

» Test and retest the stools
» Discuss the stages of the project (from hypothesis to product)

Materials

» Student Handbook, pages 102-103
» Students' stools and materials

Class Plan

Beginning

Ask students to test their stools and evaluate what is good and what can be done to improve it. Allow them some time to consider whether they need to change anything in the design and if they need more material. Have them list the new tasks and, once again, decide who is going to do what.

In Advance

Talk to the arts, science, and math teachers and see if students can talk to them to seek advice. If this is a possibility, tell students that they may show their stool to their teachers and discuss strategies for improving it.

Developing

Give students more time to re-build and/or improve their stools. If you feel they need encouragement, tell them how rich their experience has been so far and how helpful it will be in this new step. Allow students time to make the necessary changes and test their stools again. If they are happy with it, fine. If not, tell them to try to fix what is still not working and test it again.

After students finish, in their groups, ask them to discuss the different challenges they faced when building their stool from cardboard. Go through each stage of the project and have them talk about what worked well and what they had difficulty with. You may use some of these questions to help them in their discussion:

› Were the materials and time allotted sufficient for the challenge you faced?
› What was the most difficult thing for your group?
› How well did your group work together?
› What tips can you give for effective teamwork?
› Considering the whole process, what could you do differently next time?

Ending

Tell students that, in the next STEAM Project class, they will prepare a STEAM fair to present their work to the rest of the school. Ask students to bring materials to decorate the class for the fair.

UNIT 5

Lesson 1 | Part 1

Contents

» Cave paintings
» Rock art
» Encyclopedia article

Objectives

» Read an encyclopedia article about rock art

Materials

» Student Handbook, pages 54-55

Class Plan

Beginning

Ask students to get a pencil and open their notebooks. Explain that you are going to play a song and they should start drawing something without thinking much about it or planning. Tell them to try not to take the pen off the paper until you pause the song.

Developing

Activity 1

Focus students' attention on the images. Ask them to describe what they see in each one and read the captions. As a whole group, invite them to comment on the information they find interesting and answer the question.

Activity 4

Draw students' attention to the word **online** and ask them to consider the resources and kinds of media they could find. These include illustrations, photos, and movies.

Fine-tuning

If necessary, go over the items before students do the activity to make sure they understand their meaning. At the end, you may ask them which options would be found in a printed encyclopedia (a, b, e) and in a dictionary entry (g, h).

Activity 5

To ensure students know the meaning of **waving**, ask them to mime the three actions before they complete the sentences.

Ending

Have students walk around the classroom showing each other their drawings from the Beginning activity.

Answers

Activity 2

"Rock art may have played a role in prehistoric religion, possibly in connection with ancient myths or the activities of shamans."

Activity 3

a) T; b) F; c) T; d) NM; e) T; f) NM

Activity 4

a; b; c; d; e

Activity 5

a) waving; b) going; c) moving

CLASS

Lesson 1 | Part 2

Contents

» Present progressive

Objectives

» Use the present progressive

Materials

» Student Handbook, page 55

Class Plan

Beginning

Elicit what students learned in the previous lesson about rock art. Ask them if they would like to visit a place with rock art. Tell them that in this lesson, they will read about Serra da Capivara National Park in Piauí, where there is a cave with rock paintings.

Developing

Activity 6

Explain that when we describe an image, we use the present progressive as if the actions were actually happening at that moment.

Activity 8

Explain that stressed **CVC** stands for consonant-vowel-consonant. When a verb ends with a stressed CVC pattern, the final consonant is doubled. Exemplify by having them compare the words **forget** and **happen**. Explain that both have two syllables and both end with a CVC. However, while the stressed syllable in **happen** is the first one (hap) **forget** has a final stressed CVC (get). Therefore, the final consonant has to be doubled in the present progressive (**forgeting**).

Activity 10

An alternative is to ask students what elements should be included in a "cave painting" nowadays and, together, select four of them, which they must use.

Extra Activity

Select an animated short movie with little conversation and ask students to sit in pairs: one should look at the screen, and the other should be looking away. They should take turns watching and describing what they see, using the present progressive. Make sure you pre-teach relevant vocabulary. A suggested animation is Watermelon, A Cautionary Tale, *available at http://ftd.li/xwask8.*

Ending

Ask students to bring images or drawings of street art in their neighborhood. Bring some as well in case some students forget.

Answers

Activity 6

a) are happening at the time of speaking; b) be

Activity 7

First line: playing; playing

Second line: 're playing; 're not/aren't playing

Third line: 's playing; 's not/isn't playing

Activity 8

First line: make; writing

Second line: stop, forgetting

Activity 9

a) are running; b) are hunting; c) is escaping; d) are dancing; e) are walking

Lesson 2 | Part 1

Contents

» Street art

Objectives

» Discuss ideas connected to art
» Read an article from an art magazine
» Listen to an interview with a graffiti artist

Materials

» Student Handbook, page 56
» Audio track

Class Plan

Beginning

Ask students to display the images or drawings of street art they brought around the classroom. Have them walk around, as if they were in a museum, making comments and describing what they see.

Developing

Activity 3

As a follow-up, tell students to write a ✓ next to parts of the text they recognize as true in their local context.

Tip

The main difference between tags and graffiti is that tagging usually represents some sort of signature of a group. It is frequently referred to as vandalism. Graffiti on the other hand, is a more individual expression, and it may involve drawings, paintings, and written text. Both are considered ilegal unless you have the property owner's permission to do it.

Activity 4

Before playing the audio, say that Nina Pandolfo is a Brazilian street artist and ask them to read and guess the answers. As a post-listening activity, ask students what they think would be the most interesting and most challenging things about being a street artist.

Audio Script • Track 37

***Interviewer**: Tell me more about your work …*
***Nina**: In this exhibition, I present the series Feelings, and every picture is showing a different feeling. This series originates from an imaginary world I created, a world where everything is different. Fish can fly there. I am trying to convey positive feeling through my art; I am not interested in negative emotions or grey colours.*
***Interviewer**: When did you start painting?*
***Nina**: For this exhibition? I don't know exactly, because I am working on many canvases at the same time … I started to paint as a child, then at school I did some graffiti, but I don't have any formal training. I like to learn by myself. I am doing my university degree at the same time in my studio.*
***Interviewer**: What are your plans for the future?*
***Nina**: I am trying to grow constantly. My works are different, characters are more mature, and the form is more mature, less square, and more curvy. In the nearest future, I will take part in art fairs; and in February I will have a show in Brazil.*

Gajda, Agata. "Interview with Nina Pandolfo: Feelings at the Lazarides Gallery." The UP Coming, June 1, 2012. Accessed March 9, 2019. https://www.theupcoming.co.uk/2012/06/01/interview-withnina-pandolfo-feelings-at-the-lazarides-gallery/.

Language Variation

Here we have an interview in English with Nina Pandolfo, a Brazilian artist.

Ending

Ask students to think about the image they would like to illustrate if they were to produce graffiti. Allow some minutes for them to make a sketch and then walk around and show it to their classmates.

Answers

Activity 4

a) Y; b) N; c) Y; d) Y; e) Y; f) NM

CLASS

Lesson 2 | Part 2

Contents

» Present progressive **yes-no** questions

Objectives

» Discuss ideas connected to art
» Read an article from an art magazine
» Ask **yes-no** questions in the present progressive
» Pronounce the **-ing** sound
» Discuss ideas connected to art

Materials

» Student Handbook, page 57
» Audio track

Class Plan

Beginning

Show pictures of different people doing different things to students. As you do so, describe each picture using the present progressive.

Developing

Activity 9

Ask students where they might find the words transcribed between slashes (dictionary) and call their attention to how this transcription represents the words' pronunciation.

> *Audio Script • Track 38*
>
> *play, playing*

Tip

Have students look at the pronunciation guide in the dictionary they use and explain how they can use it to improve their pronunciation in English.

Activity 10

> *Audio Script • Track 39*
>
> *working, sell, running, driving*

Activity 12

Show students the cards at the back of the book and model the activity once with one of students.

Ending

Show the same pictures from the Beginning lesson. As you do so, have students describe each picture and help them use the present progressive.

Answers

Activity 5
confirmation; the verb to **be**; subject

Activity 6
First line: Are; painting
Second line: Is; painting; is; isn't
Third line: Are; painting; are; aren't

Activity 7
a) Yes, they are. b) No, she isn't. c) Yes, she is. d) Yes, she is. e) Yes, it is. f) We don't know.

Activity 8
a) A: Are; going
B: Yes, they are.
b) A: Is; riding
B: No, he isn't.

Activity 10
working, sell, running, driving

Answers

Activity 1

a) Is Kate buying spray paints?
No, she isn't.

b) Who's listening to music?
Kate.

c) Who's attending graffiti class?
Jason.

d) Is Nick going to the modern art museum?
Yes, he is.

Activity 2

a) listening; b) observing; c) helping; d) taking; e) creating; f) painting

L	C	I	Q	G	L	L	P	K	J	G	H	Z
W	R	N	T	P	H	B	A	V	R	T	G	P
J	E	P	W	J	Q	A	I	W	N	M	H	G
L	I	S	T	E	N	I	N	G	T	Y	P	O
W	T	R	C	R	E	A	T	I	N	G	H	B
T	I	W	S	N	W	G	I	G	M	I	P	S
O	N	E	D	O	R	X	N	D	S	T	F	E
O	G	E	O	T	E	O	G	M	U	O	P	R
K	E	N	T	A	K	I	N	G	W	H	B	V
Y	D	X	M	C	S	P	W	F	G	Y	T	I
D	H	F	A	E	L	W	Z	N	B	M	T	N
X	P	R	D	D	E	H	E	L	P	I	N	G
B	A	N	E	W	D	T	N	A	R	H	A	B

Activity 3

Simple present	Present progressive
every day	at the moment
always	now
on the weekends	today
every Saturday	just now
sometimes	this morning
never	

Activity 4

a) Leticia is drawing a landscape now.
b) John and Taylor are painting the school mural just now.
c) Sabrina and I are observing the sculpture at the moment.
d) Are you planning to go to the art museum today?
e) We are visiting the African exhibition this afternoon.
f) I am not buying this art book now.

CLASS

Lesson 3 | Part 1

Contents

» Bad art

Objectives

» Discuss ideas connected to art
» Listen to an interview with a museum director

Materials

» Student Handbook, page 58
» Audio track

Class Plan

Beginning

Ask students if they like going to art museums, which ones they have been to and how often they go. Listen to their comments respectfully.

Developing

Activity 1

Ask students what they would expect to see at MOBA and elicit some reasons why Lea says "the art is so bad it's good!"

Extra Activity

To give students more information about the museum, write the following numbers on the board and ask students to say them out loud: "700," "$6.50," "25," "1994". Explain that these numbers are related to the Museum of Bad Art and ask if they can guess how. After students have made some attempts, say the facts below, one by one, and have them match each with the correct number.

a) Number of pieces of art they own. (700)

b) Pieces of art you can see in the museum. (25)

c) The year it opened. (1994)

d) The maximum price that the museum pays for a painting. ($6.50)

Audio Script • Track 40

I am Louise Riley Sacco I'm the permanent acting interim executive director of the Museum of Bad Art. The Museum of Bad Art is the only museum in the world that collects and exhibits and celebrates art that by most traditional standards has failed. And it might have failed because a skilled artist had a bad idea or didn't execute it. It may have failed because the person who created it just doesn't know what they're doing, has no skills at all, but either way we look for art in which something has gone wrong in an interesting way that gives us something we want to talk about and think about. So, our criteria, for the most part, is exactly like a fine art museum. We look for art that's original, that's sincere, that's trying to communicate something. And that's compelling! That makes you want to look at it, talk about it, think about it.
One thing that you'll see is that nowhere do we ever make fun of the art, or say bad things about it, or say anything negative. If we're laughing at anyone, it's art writers and art critics with, kind of, over-the-top ideas about what they're seeing in the art.

Somerville Neighborhood News. "PROFILE: Museum of Bad Art." YouTube. June 8, 2017. Accessed March 10, 2019. https://www.youtube.com/watch?v=I20rCC1qLZE. Excerpts from 0:13 to 1:03, and from 3:01 to 3:18.

Activity 5

Focus students' attention on the painting and have them explore it by saying what they can see in it.

Think Tank

If possible, show students Cristiano Ronaldo's sculpture bust at Madeira Airport created by sculptor Emanuel Santos and ask them why it could be so bad it is considered good by some people. Ask them to read the criteria in activity 4 again and ask if they could add other items. Depending on your group, read or project this statement: "One possible explanation is that people value authenticity, so they think that crude art work can be honest and spontaneous depictions of real and sincere feelings by ordinary people who have no access to refined education."

Source: Paton, Kevin. "Absurdity: Enjoying Bad Art." University of Sunderland School of Psychology. December 4, 2018. Accessed November 28, 2019. https://sunderlandpsychology.wordpress.com/2018/11/29/absurdity-enjoying-bad-art/

Ending

Get a drawer of hands for students to write on "the word 'bad' only" on pages 58 and 59.

Assessment

Activity 2

a

Activity 3

a) b) c) d) e)

Activity 4

a) b) c)

Activity 5

a) Where's Jeffrey? b) What's Kelly coming at? c) Who's flying?

Think Tank

When something is so bad it is actually enjoyable.

Lesson 3 | Part 2

Contents

» Wh-questions in the present progressive
» Prepositions of place
» Imperial system of measures and weights

Objectives

» Use the present progressive
» Ask wh-questions in the present progressive
» Read exhibition labels

Materials

» Student Handbook, page 59
» Audio track

Class Plan

Beginning

Have students choose one of the images on pages 58 and 59. In pairs, they try to guess which image was chosen by asking questions.

Developing

Activity 6

Refer students to the questions they completed in activity 5.

Activity 8

Play the audio once and ask students which painting the two people are talking about (Jack Owen's *He Was a Friend of Mine*).

> *Audio Script • Track 41*
>
> ***Kat**: I have to tell you about this painting, it's amazing!*
> ***Fin**: Go on.*
> ***Kat**: Well, at the front there's an angry cat and at the back there's a happy ghost dog.*
> ***Fin**: What?*
> ***Kat**: And on the left there are some mountains, and on the right there's a strange forest.*
> ***Fin**: That's so weird!*
> ***Kat**: I know! I didn't mention the river at the bottom, the hills in the middle, and the blue sky at the top.*
> ***Fin**: I need to see this, send me a photo (laughing).*
> ***Kat**: Sure (laughing).*

Activity 9

Draw students' attention to the information about the paintings, asking them what information they provide about each one (author, title, year, material used, dimensions, and location).

Extra Activity

Tell students they're going to do a picture dictation. Draw a picture frame on the board and ask them to draw two of them in their notebooks. Then tell them to draw the following things in different places: a tennis ball, a clock, a table, a cup, a flower, a cat, and an egg. Explain that they shouldn't let anyone see their picture! If necessary, draw three of the elements in your frame on the board. Ask students to say where they are, encouraging them to use the prepositions of place.
In pairs, students should describe their picture, using the prepositions. They may leave their books open as support. As they listen to their classmate, they should draw the objects in the second frame. When both students have done the drawing in the second frame, they should look at each other's picture and see if they drew everything in the right place.

Ending

Tell students that next class they will write about a painting, a sculpture, an installation, or another art work they like. For homework, ask them to do some research about the artist's name, the title of the artwork, year it was finished, material used, dimensions, and location (museum, city, country). Also, if possible, ask them to bring a picture of the artwork they have chosen.

Answers

Activity 6

wh-word + verb **be** + subject + main verb + **-ing**

Activity 8

a) at the front; b) at the back; c) on the left; d) on the right; e) at the bottom; f) in the middle; g) at the top

Activity 9

a) At the bottom; b) In the middle; c) On the left; d) At the top.

CLASS

Lesson 4

Contents

» Respecting opinions
» Appreciate works of art
» Plagiarism

Objectives

» Write a label for a famous art work
» Respect people's opinion
» Avoid plagiarism when writing
» Analyze and interpret information

Materials

» Student Handbook, pages 60-61

Class Plan

Beginning

In groups, ask students to describe a famous painting or sculpture, or, alternatively, one they have at home or saw at a museum. After describing it, the group members should respond with their impressions of it.

SEL: Respecting Opinions

As a whole group, talk to students about the first question. Then read the second item and give them a few examples of how to give your opinion in English without hurting other people's feelings. Some examples are: "It's not my thing.", "I'm not a big fan of it.", "That's not for me." Write the proverb "Every man to his taste" on the board and ask students to say what the proverb is saying (people like different things and that is ok). Finally, ask them to discuss the last question in small groups.

Developing

Activity 1

Ask students to give their opinion of the paintings, trying to be as polite as possible when they disagree with their classmate.

Activity 3

Have students get their homework and share the artwork they've chosen in small groups.

Encourage students to describe it, give their opinion of it, and say why it grabbed their attention orally first. Students that haven't brought anything from home may choose one of the works on pages 173 and 175 to talk about. When they've done this, refer them back to activity 2 again and say they're going to write something similar about the piece of art they've chosen. Help students to understand the structure of the texts: they begin with some factual information, move on to a description, and end with a comment. Explain that they should also express their opinion of it.

SEL: Avoiding Plagiarism

Explain to students that when they do their research, they should follow the advice given here to ensure there is no plagiarism. Tell them to really invest in their own wording and that if, by any chance, you discover any plagiarism, their work will be handed back unmarked.

Ending

Discuss why plagiarism is considered dishonest and unethical. **Plagiarism** is like cheating if proper credit is not given to the original author of the text.

Answers

Activity 2

a) El Anatsui. *Man's Cloth*, 2001.

b) Johannes Vermeer. *Girl with a Pearl Earring*, c.1665.

UNIT 5 • Careers in the Arts

Contents

- Vocabulary connected to art
- Careers in art

Objectives

- Learn about Pablo Picasso and different ways he expressed himself as an artist
- Discuss the characteristics of artists
- Discuss different careers in art

Materials

- Student Handbook, pages 189-191
- Pictures of different forms of visual arts: a painting, a sculpture, a drawing, and others
- Sheets of paper (optional)

Class Plan

Beginning

Start the class by flashing the pictures of the different art forms you selected. Place an image in the middle of a book and show it quickly to the class, as you open and close the book. Encourage students to name the art form depicted.

As students guess, display the images on the board, writing the word below each picture. Once they have guessed all of them, ask students what the images have in common (They show different forms of art.). Explain, then, that you will be talking about art and artists in this class.

Developing

Activity 1

Draw students' attention to the picture of Pablo Picasso and his works of art and ask what they know about the artist. Write students' ideas on the board.

Next, explain the task and allow students some time to complete the text. Check the answers with the class. Also, check if any of the students' ideas about Picasso are mentioned in the text.

Activity 2

Organize students into small groups (3-4 students). Before presenting the task, discuss with the class why some artists, such as Picasso, become so successful. Help students with language and rephrase in English their contributions if necessary. Next, read Picasso's quote with the whole class, clarifying meaning. Go over the questions for discussion before groups start to work.

Walk around the classroom to monitor groups' work. You can write keywords and phrases on the board to help them carry out the discussion. When they are finished, have some groups share their ideas with the whole class.

Activity 3

Organize students into pairs and ask students what kind of characteristics artists have. Write their ideas on the board. Explain that they are going to take a quiz to find out if they have what it takes to be an artist.

Go over the items in the quiz with the class, clarifying vocabulary if necessary. Allow pairs some time to take turns to ask and answer the questions.

Activity 4

When students are finished, allow pairs some minutes to work out their score in the quiz. Encourage some pairs to share their result with the class and say if they agree or disagree with it and why.

Extra Activity

Still in pairs, students can think of another question for the quiz and write it on a separate sheet of paper. Collect the questions and compile them in another quiz for students to take in the following class.

Activity 5

Go over the professions and the duties related to them, clarifying meaning. Then allow students some time to do the task individually. Check answers with the whole class.

Activity 6

Students can do the activity individually, or you can brainstorm careers in art on the board, engaging the whole class. For the description of what the professionals do, walk around the classroom to monitor students' work. You can write keywords and phrases on the board to help them do the task. When they are finished, have several students share their ideas with the whole class.

UNIT 5 • Bad Art

Contents

» Social-emotional learning
» Social awareness
» Likes, dislikes, and relationships

Objectives

» Take the perspective of and empathize with others
» Reflect on the concept of "bad taste"
» Become aware of how to be respectful towards other people's likes and dislikes.
» Express your likes and dislikes respectfully

Materials

» Student Handbook, pages 273-274
» *Our Languages* Channel video (optional)
» Bad Art video

Class Plan

Beginning

Greet students enthusiastically and write on the board "Not everyone likes the same things." Ask them if they agree or disagree with it. To provide students with an example of what they are going to do, ask them to tell you the name of a song or the title of a movie that they like but that they know other people do not. Then instruct them to form pairs or trios and, together, come up with different songs, movies, series, TV shows, cartoons, or books that not everyone likes. Give them 3 or 4 minutes and invite some volunteers to share their suggestions.

Developing

Before watching the video

Ask students to open the Student Handbook to page 273 and observe activity 1. Have them to read the statements and, individually, check the opinions they agree with. When they have finished, ask them to compare their answers in pairs. Allow students enough time to discuss their answers and ask students which of those statements, although being considered very important by most of us, are not always followed ("We should always respect what other people like or dislike."). Ask them why they think this happens and let them share their ideas freely.

While watching the video

Ask students to share, in pairs, what they remember of the previous video class (Bad Art). In order to give them some clues, you can play group Hangman with the word "differences" on the board and tell them this is a keyword they reflected upon last video class. Then ask students what Amber and Nicholas had mentioned about their next video (that it would talk about their daily life and differences). If you think it is necessary, you can play the part four of the video.

Explain that you are going to play Video 2 and students should take notes in their notebooks of the examples of things that we can have different opinions about. Play the video once and ask students to compare their answers (Amber mentions **horror movies**, **food**, **clothes**, **art**, **K-pop**, **hip-hop**, and **sense of humor**).

Write the following topics on the board and tell students that they are going to watch the video again and they need to take some notes about what Amber says about these topics. Explain that this information is essential for the discussion you are going to have afterward.

› **horror movies** (Amber likes horror movies; Nicholas and other friends think they're silly, she agrees that horror movies are silly, some are really bad, but she likes them, mainly if they are spooky and she gets scared)

› **K-pop** (Amber likes K-pop; some people say it's bad and they don't like it; it inspires her to write her own songs)

› **hip-hop** (hip-hop is very popular but it's not her cup of tea–she doesn't like it)

› **culture** (we need to understand a culture to understand their sense of humor)

› **nostalgia** (people may like something "bad" because it brings them nice memories)

If you think students might struggle in identifying the detailed information, you can give them some tips, for example, "horror movies – she likes or not, what Nicholas thinks about it, does she think horror movies are silly, does she like getting scared?", etc.

After students have watched the video a second time, allow them some time to compare their notes. Then invite some volunteers to share their answers and ideas and write some of their words on the board. Give them some examples if necessary to trigger the discussion.

CLASS

Lesson 1

Contents

» Musicians
» Concert poster
» Responsible decision-making

Objectives

» Name kinds of musicians
» Read a concert poster
» Think about responsible decision-making

Materials

» Student Handbook, pages 64-65
» Audio track

Class Plan

Beginning

Ask students to sit in small groups. Write the word "music" on the board and have groups take turns suggesting words or phrases they know related to the topic. The winner is the group who says the last word or phrase.

Developing

Activity 1

Students check if the suggested words are part of this activity. Ask them if they can name any DJs, songwriters, conductors, guitarists, singers, or percussionists.

Audio Script • Track 42

a) 10-year-old Erica Tandoh or DJ Switch is from Ghana.
b) Gustavo Dudamel, a Venezuelan conductor.
c) Evelyn Glennie, a Scottish percussionist.
d) Dimash Kudaibergen, a Kasakh singer.
e) British singer and guitarist, Corinne Bailey Rae.
f) John Lennon, English songwriter.

Activity 3

Ask students to say what characteristics they would expect to see in a poster, a ticket, and an invitation.

Activity 5

If students have a hard time answering question a, ask them to make an inference from the spelling (PHP).

SEL: Responsible Decision-Making

To set the context, ask students if they have ever been to a concert. Ask them to share their impressions of the event and ask what kind of problems or difficult situations might occur.

Fine-tuning

If you feel the group needs more support, elicit different possible decisions and write them on the board. Assign a possible decision to each trio and ask them to consider the pros and cons of that particular decision and its possible consequences. Each group could then report on their conclusions and the whole group decides together which decision would be the most responsible.

Tip

Talk about how responsible decision-making promotes health, safety, respect for the law, respect for self and others, obedience to the guidelines of families and adults, and demonstrates good character.
On the other hand, irresponsible decision-making may harm one's health, result in unsafe behaviors, may be illegal, show disrespect for oneself and others, show disregard towards the guidelines of families and adults, but are a normal part of character development.

Ending

In small groups, allow students to sing to each other their favorite songs in English.

Answers

Activity 1
a) DJ; b) conductor; c) percussionist; d) singer; e) guitarist; f) songwriter

Activity 2
They work with music.

Activity 3
a

Activity 4
a) Red Pill Blues Tour; b) Maroon 5; c) Mall of Asia Arena, Manila, the Philippines; d) PHP 18,850

Activity 5
a) peso; b) fan club

Lesson 2 | Part 1

Contents

» Digital influencer
» Apps
» Places in the neighborhood

Objectives

» Name kinds of musicians
» Listen to a digital influencer's story
» Name places in a neighborhood

Materials

» Student Handbook, page 66
» Audio track

Class Plan

Beginning

Greet students. Have them stand up in small groups. You will ask several questions and they will have one minute to talk about it in their groups. Examples:

› What kind of music do you like? (Pop.)
› What's your favorite singer or band? (Billie Eilish.)
› How do you listen to music? (On a mobile phone.)
› Where do you listen to music? (Bedroom and car.)

Developing

Activity 1

Focus students' attention on the pictures and ask them to tell you what they can guess about the girl. Encourage them to come up with as many ideas as possible.

Activity 2

Before playing the audio, ask students to read the questions and underline key words which will help them to identify the answers.

Audio Script • Track 43

7:30 a.m. *Good morning, world! Today is the best day of my life: I'm in Manila to see my favorite band! I'm having breakfast at the hotel now and I want you to stay tuned because I'll be showing you everything!*

12:00 p.m. *I'm leaving the hairdresser and going to eat something. I'm so excited that I don't feel hungry at all. But I have to eat, right? Health first! I'll be back soon!*

4:00 p.m. *Time to get ready! I'm putting on my makeup and after that I'm getting dressed. I'm so excited! I can't wait to see my favorite band LIVE!*

5:30 p.m. *My dad and I are going to the Arena. It's near the hotel, only a 7-minute walk, but we are following the directions on the app. We don't want to get lost!*

5:45 p.m. *Turn left on Coral Way. In 400 meters, turn left. Your destination is on the left. Ahahah. How cool is that? The app is giving directions with my voice!*

6:00 p.m. *I can't believe I'm here. I don't know how I'm going to react when I see them. I love them so much!!*

7:30 p.m. *They're starting the show! And they are playing my number one favorite song of all times! I just can't control myself. It's too much for my heart!*

Tip

Digital influencers are social media personalities with lots of followers who make regular posts and videos. They may influence their followers' behavior and encourage them to buy products or services they are paid to promote.

Activity 3

Ask students which of these apps they know of and how they can help Jasmine.

Ending

Call on several students to mime what they do in different places around the neighborhood and have their classmates guess which place it is.

Answers

Activity 1

Possible answers:

a) She's getting ready/dressed. b) They're walking. c) She's dancing at a concert.

Activity 2

a) She's having breakfast. b) At midday/noon/12:00 p.m. c) She's getting dressed. d) They're walking.

Activity 3

a

Activity 4

a) a drugstore; b) a café; c) a car park; d) a hairdresser; e) a shoe store; f) a restaurant

Activity 4

Ask a volunteer to read the instructions and the questions. Check students' comprehension of language and instructions.

Divide students into small groups and allow them time to discuss the questions.

Open discussion to the whole group.

Ending

Propose a musical challenge. Divide the class into small groups. Each group at a turn sings the first verse of a song for the following group to either continue singing it or say the name of the song.

Answers

Activity 1

Personal answers.

Activity 2

a) isn't; b) band; c) telling a history; d) like

Activity 3

b) Jamie Foxx

Activity 4

Personal answers.

Tip

The law in Brazil says that illegal downloading is not a crime if it's only for personal use and not intended to make profit. However, it's always important to remind students that there are people and costs involved in the production of music, literature, movies, and series. When downloading something illegally, people's work is not being compensated.

Source: "Brasil é líder mundial em download ilegal. Entenda a lei brasileira sobre pirataria." Jurídico Certo Blog. September 11, 2015. Accessed June 21, 2019. https://blog.juridicocerto.com/2015/09/brasil-e-lider-mundial-em-download-ilegal-entenda-a-lei-brasileira-sobre-pirataria.html.

Activity 7

After students have heard the songs once, ask them if there were any songs they did not recognize and if they know who the singers or bands are.

Audio Script • Track 47

Song 1

The heart is a bloom, shoots up through stony ground
But there's no room, no space to rent in this town
You're out of luck and the reason that you had to care,
The traffic is stuck and you're not moving anywhere.
You thought you'd found a friend to take you out of this place
Someone you could lend a hand in return for grace

U2. "Beautiful Day". Spotify. Accessed November 11, 2019. Excerpt from 0:00 to 0:58.

Song 2

When I saw the break of day
I wished that I could fly away
Instead of kneeling in the sand
Catching teardrops in my hand

Jones, Norah. "Don't Know Why." Spotify. Accessed November 11, 2019. Excerpt from 0:38 to 0:59.

Song 3

I know you'll get stronger
When you get older, oh
Just don't shrug your shoulders
When you get older, oh

Alok, Zeeba, and Martini, Bruno. "Hear Me Now." Spotify. Accessed November 11, 2019. Excerpt from 0:30 to 0:45.

Song 4

Hit me like a ray of sun
Burning through my darkest night
You're the only one that I want
Think I'm addicted to your light
I swore I'd never fall again
But this don't even feel like falling
Gravity can't forget
To pull me back to the ground again

Beyoncé. "Halo." Spotify. Accessed November 11, 2019. Excerpt from 1:37 to 2:01.

Song 5

So bring on the laughter and bring on the tears
I can't get enough
It's a race against time
Just want to live 'til I die
I can't get enough
Yeah I'm going to take my turn
Gonna love, gonna learn

Carrie Fan World. "Carrie Underwood – Can't Get Enough." YouTube, May 15, 2011. Accessed November 11, 2019. https://www.youtube.com/watch?v=Ktgb2oM452A. Excerpt from 1:45 to 2:03.

Song 6

Some say it's a mystery
How I still believe
Then in spite of all I've been through
I can still push the will
See, I have power they can't see with their eyes
It's a little thing called faith
That makes broken wings fly

Etana. "I Rise." Spotify. Accessed November 11, 2019. Excerpt from 1:06 to 1:30.

Language Variation

Although their local accents are not so noticeable in these songs, you may call students' attention to the background of two of the singers in this activity. The first song, "Beautiful Day," is sung by U2 lead singer Bono Vox, who is originally from Ireland. The reggae song, "I Rise," is sung by Etana, a Jamaican singer who has lived in the USA since she was 9.

Extra Activity

Open the site https://ftd.li/wp6sod and ask students what kind of information they think they can find there (kinds of popular music, some historical information, a glossary, and a playlist with samples of all genres and subgenres). If possible, allow them some time to explore in class. If not, set this exploration as homework, asking them to choose something (information or a song) to share with their classmates.

CLASS

CLIL

UNIT 6 • Music and the Brain

Contents

» Music genres
» Brain connections and neurotransmitters

Objectives

» Learn about how music affects people
» Discuss how different kinds of music affect students
» Read about synapses, neurotransmitters, and how listening to music releases dopamine
» Discuss how our body reacts to different musical experiences

Materials

» Student Handbook, pages 192-193
» Pieces of music from different genres
» Portable music player or cell phone
» Headphones
» A4 sheets of paper (half of sheet per student)

Class Plan

Beginning

Start the class by playing the pieces of music and having students identify their genre. Write the words on the board. When you are finished, encourage them to say how they like each genre and give reasons for their preferences, saying how they feel when they listen to music of each genre.

Developing

Activity 1

Ask students to read the text and clarify vocabulary if necessary. Go over items 1-5 and a-e and check if students have any questions. Allow them some time to do the matching activity.

Activity 2

Have students think of a music genre not mentioned in the previous activity. Help them with language to express how the genre makes them feel. Write keywords and phrases on the board to help students.

Activity 3

Organize students into pairs and have them compare their answers in activities 1 and 2 to find similarities and differences. Walk around the classroom to monitor students' work. You can write keywords and phrases on the board to help them carry out the discussion. When they are finished, have some pairs share their findings with the whole class.

Activity 4

Draw students' attention to the volume bar and ask them to color it accordingly. Point out that listening to very loud music on headphones can cause hearing loss (more information available at http://ftd.li/yfyvpw).

Tip

You can carry out a simple test to show students how to check if the music they are listening through headphones is too loud. Use a portable music player or a cell phone connected to headphones and play some music. Hold the headphones in front of you. If you can hear the music loud and clear, the headphones are too loud. You can have students test it themselves, if possible.
You find other instructions at http://ftd.li/ruhsfn.

Activity 5

Organize students into pairs and have them work with the chart, thinking of two other situations for each column. When pairs are finished, have them share their ideas with the whole class. Compile a list with them on the board.

Activity 6

Read the text with the whole class and allow students some time to do the task. Check answers with the whole class.

Activity 7

Go over the situations presented in items a-b with the whole class before students do the task. Allow them time to think of their reactions and walk around the classroom to monitor students' work. When they are finished, encourage several students to share their ideas with the whole class.

STEAM

UNIT 6 • Music

Contents

» Music

Objectives

» Create musical instruments and make music
» Give opinions
» Reflect on the creative process

Materials

» Recyclable materials to create musical instruments: bottles, cardboard, tubes, etc.
» Vegetables to create some musical instruments and sharp tools to cut them (optional, see video Toto)
» Video: "Darude Sandstorm on Boomwhackers," HarvardTHUD, available at: http://ftd.li/wy49ho
» Video: "Toto – Africa (Sweet Potato & Squash Cover)," Toto, available at: http://ftd.li/aywndb

Class Plan

Beginning

Ask students "What is necessary to compose music or a song?" Allow them to reflect upon what they've been learning and share their answers.

Ask students if they have ever experimented with making some music using unusual materials or seen someone who did it. Show the videos to students. Ask students to share what they think of those productions. Encourage participation and, if necessary, provide them with some useful language to support their discussion. You may decide on different videos if you like.

Developing

Organize the class into groups (4-5 students). Tell them they are going to use some materials to create musical instruments and compose a piece of music. Tell students to think about the organization of the group. Ask them to work together in choosing the materials and creating the instruments. However, encourage them to assign some roles in the group, e.g., one student is responsible for creating a particular instrument using one type of material; another student creates another instrument and so on. Encourage their participation and interaction in English. Allow students to have their own creative process and decide how they are going to do it. Tell or remind students they also can use body percussion to produce the song, not only the musical instruments they are going to create.

Tip

*You can talk to students about **rhythm** and **beat**. Explain that **beat** is the pace it takes when playing a piece of music, like when tapping your foot to a song. It's part of the rhythm. Some beats are stronger than others.*
***Rhythm** is the time between each **beat**. A sequence of notes makes the rhythm.*

Sources: Mullet, Sara. "How to Tell the Difference Between the Rhythm & the Beat." Let's Play Music, January 14, 2013. https://www.letsplaykidsmusic.com/rhythm-and-beat/; and Benedetto, Steve. "What's the Difference Between a Rhythm and a Beat?" Making Music, January 29, 2020. https://makingmusicmag.com/difference-rhythm-beat/

Once students have decided how they are going to organize themselves, allow them to create their instruments and try them, making different sounds. After that, ask students to create a piece of music playing the instruments in their groups. If possible, you can allow students to go practice outside the classroom: in this case, remind them not to disturb other students.

If students show interest and you have time, they can also compose the lyrics for their piece of music to make a complete song – help students writing lyrics. If necessary, provide them with words that could be more suitable or rhymes that would work better.

When all groups are finished, tell them they are going to present their pieces to the rest of the class. At the end, encourage students to make comments on the more interesting piece of music, which one is the saddest, happiest, etc.

Ending

Ask students "How did you feel during the process of this activity?", "What did you learn from your group?" Encourage them to answer the questions. Remember to praise each other on their efforts so far and congratulate them.

UNIT 6 • Music As Identity

Contents

» Socio-emotional learning
» Self-awareness
» Social Awareness

Objectives

» Identify emotions, thoughts, and values
» Appreciate diversity
» Respect and learn from others

Materials

» Student Handbook, pages 275-276
» Music As Identity video
» Sheets of paper (one per student)

Class Plan

Beginning

Greet students enthusiastically and ask them to form pairs. Explain that they should mime or, if you feel students will respond well to this, humming different music genres. Their classmates need to guess which genre is that. Then they switch roles. After 3 or 4 minutes, invite some volunteers to say one of the music genres they performed.

Developing

Before watching the video

Tell students to open their Student Handbooks to page 275 and observe activity 1. Ask them to read the rubrics and elicit what they need to do. Clarify, if necessary, that they need to unscramble the letters to find the music genres. Once they have done that, they write down the other three genres. Have them compare their answers in pairs. Invite them to exchange ideas about different kinds of music and stereotypes related to music genres and people who like them (for example, people who like rock and heavy metal are troublemakers, people who like *sertanejo* are too sensitive or romantic and wear hats and boots, etc.).

Allow students some time for discussion and then explain that the idea of music tribes is going to be discussed in this video. Ask students to define the word **tribe** (a human social group, a group of people sharing the same interests, a group that shares the same ancestry and culture) in pairs and ask them what they know about it. If possible, show students photos of different music tribes. Some suggestions are available at http://ftd.li/v7d9z4/.

While watching the video

Ask students to read activity 2 and explain that they are going to watch, in the video, Amber and Nicholas talking about some music genres. They have to circle the ones that they find in activity 1 and write down the others they identify. Play the video once and ask them to identify the music genres mentioned. Have them compare their answers in pairs.

Play the video again and ask students to pay close attention to what Amber and Nicholas say about "belonging to a tribe" (e.g., it's cool/nice to belong to a group of people with the same interests and tastes as you, it's cool to go somewhere new and be able to identify with new people who like the same things you do) and our "musical tastes" (e.g., musical tastes don't define who we are, you don't need to like just one thing, it's good to keep an open mind to everything because you can enjoy everything) and take some notes. Ask them to compare their notes and what they understood from the video; if necessary, play it again.

If you think students are going to struggle in understanding and taking notes, you can ask them the following questions. (These questions can also be used to check their notes as well if you choose this option.)

› What's the difference between "I like K-pop" and "I'm a K-popper"? (If you like K-pop you listen to it, but you listen to other types of music as well, if you are a K-popper, you listen mostly to this genre and also may adopt styles and the way of life of this tribe.)
› What type of music do you like?
› Do you belong to a tribe?
› In your opinion, does musical taste define who people are?

After watching the video

Ask students to read activity 3 and clarify any questions. They can do this activity individually and compare their answers in pairs. Alternatively, you can suggest that they do the activity in pairs and compare answers in pairs or small groups, before you open the discussion for the whole class.

Ask students to sit in small groups and read the questions in activity 4. Answer any questions they might have and have them share their opinions and answers in small groups. As they work together, monitor and help, encouraging them to speak English as much as possible. When they finish, invite some volunteers to share their answers and open a group discussion. Welcome all contributions and encourage students to explain their views. Towards the end, elicit other questions that could be asked or discussed the topic, write them on the board, and allow students some time to discuss them in small groups.

Ending

Tell students that the main objectives of this class were to "identify emotions, thoughts and values," "appreciate diversity," and "respect and learn from others." Write these three objectives on the board. Give each student a sheet of paper and ask them to copy these objectives in three separate columns. For each objective, ask them to give an example and point out if they believe the goal was successfully met. Have students share their ideas and if there is an objective that you think was not fully satisfied, you can expand the discussion with the class and bring in some other ideas for the next class.

Answers

Activity 1

hip-hop; jazz; rock

Activity 2

The genres mentioned in the video are rock, pop, rap, hip-hop, classical, reggae, funk, heavy metal, country, jazz, blues, electronic, and K-pop.

Activity 3

Possible answers: It's very nice to belong to a tribe because it's an instinct to group with people who share the same interests, values and likes, it feels good to be accepted and connected to a community, it may develop our sense of confidence, it's possible to identify and empathize very quickly with new people, it may help us to make friends and enlarge our social life.

It's good to keep an open mind on everything because we can learn new things, we can understand different perspectives, it may prevent us from being prejudiced, you can interact more easily with other communities, it may help you to promote acceptance and tolerance, it's great to be exposed to new ideas and see how our differences add up to a stronger community.

Activity 4

Personal answers.

Units 5-6

Contents

» Appreciate works of art
» Describe a painting
» Present progressive
» Concert poster
» **Can** and **could**
» Musical instruments

Objectives

» Revise content from units 5-6
» Have a class art exhibition
» Create a band
» Sheets of paper

Materials

» Student Handbook, pages 96-97

Class Plan

In Advance

Ask students to bring two or three image cutouts of paintings which contain lots of elements in them. Such as:

› A Sunday Afternoon on the Island of La Grande Jatte *by Georges Seurat*

› Bal du Moulin de la Galette *by Pierre-Auguste Renoir*

Beginning

Give students 3 minutes to draw an artist (musician, painter, sculptor, dancer, actor, photographer) doing their art on a sheet of paper. After that, ask students to stick them on different parts of the board (at the top, in the middle, at the back, at the front, on the right or on the left), transforming the board into one big painting.

Developing

UNIT 5

Activity 1

Have students stand up, go to the board, and look at their classmates' drawings and choose one.

Activity 2

Refer students to Velásquez' painting and briefly describe a few of its features. Read the instructions and do the first item together with students as a model. Allow some time for students to do the other ones individually. Check with the whole class and write the answers on the board.

Activity 3

Tell students to describe the piece of art they chose from the board. Monitor and help when needed.

Activity 4

Have students individually write their answer in the notebooks. Check the answers with the whole class.

Activity 5

Read the instructions and do the first item together with students as a model. Allow some time for students to do the other ones individually. Check with the whole class and write the answers on the board.

Activity 6

Have students individually write their sentences in the notebooks. Monitor and help when needed.

Check the answers with the whole class.

Activity 7

Refer students to the art exhibition labels on page 61 and elicit the important information needed:

› artist's name
› title
› year
› material and dimensions
› location

Give students time to individually prepare their labels. Monitor and help when needed.

Activity 8

Instruct students to place their labels on their artwork and have everyone circulate and appreciate each other's work.

UNIT 6

Activity 1

Divide the class into groups of four students. Read the instructions and the questions and have groups write the answers on their notebooks. Monitor and help when needed.

ASSESSMENT

CLASS

Units 5-6

Contents

» Content from units 5-6

Objectives

» Assess what students have learned in units 5-6

Materials

» Test available at Iônica
» Extra activities (optional)
» Readers (optional)

Class Plan

In Advance

› *A few weeks before the due date, take the test in one sitting and write down the time you spent. Multiply it by around 5 to 8 times and this is the time students will need to complete their tests.*

› *Make sure students can do the activities independently as they must remain in silence in order to not disturb other students who are still answering the test.*

› *Consider students' characteristics and knowledge. Make changes in the test to guarantee that it fits the time slot you have and it reflects what happened in your classroom.*

› *Check if you will need sound equipment and make the necessary arrangements.*

› *Prepare extra activity worksheets and get some readers from the library to give to students who finish the test before others if there is not a waiting room or supervised area they can go to.*

Beginning

Arrange students' desks in a way that they are not too close to see each other's answers.

Developing

Tests are typical examples of summative assessments. They are formal, usually administered at the end of a course or unit, only in few times in a year because they aim to measure students' learning over a period of time. However, they are only one among many other forms of assessments you may use to collect data about your students' academic knowledge and English proficiency level. In addition to summative assessments, you may use formative ones. These are informal and ongoing evaluation tasks and activities to monitor progress toward a specific objective. Whether using summative, formative, or both types of assessments, use the results to know more about students' strengths and weaknesses so you can adapt your lesson plans, personalize instruction and choose learning materials to better meet their needs.

Go Further

› *For formative assessment ideas, visit https://ftd.li/ut8gpg and https://ftd.li/nbbfso.*

› *Read about the difference of summative and formative assessments at https://ftd.li/pogkj6 and https://ftd.li/rvaei5.*

Classroom Management

› *Answer questions students may have about the instructions.*

› *If students do not know the answer to a question, advise them not to leave it blank. Teach them some strategies: to eliminate answers they know are not correct; to pay attention if two alternatives are similar; to look for cues from other questions or from the picture they are looking at. Some suggestions: "Do you understand what you have to do here?", "Which alternatives you know are wrong, so you can eliminate?", "What is the most probable answer?", "[Look at the picture/Read the text] again with more attention. The answer is there."*

› *Sometimes students only need reassurance, so they ask questions to know if they are correct. In this case, motivate and boost their self-confidence by saying they are capable of answering the questions on their own. If you tell them their answer is right or wrong, students will repeatedly ask for more.*

› *During the tests, be alert and monitor students by walking around the classroom to make sure students do not cheat or distract other students.*

› *If some students finish the test before the others and there is not waiting room or supervised area they can go to, tell them to remain silent while other students finish their tests. You may offer them a book to read or a worksheet they can draw, color, or answer without your assistance.*

EXAM PRACTICE

CLASS

Unit 5

Contents

» Content from unit 5

Objectives

» Assess what students have learned in unit 5
» Get students familiar with international exam formats

Materials

» Copies of the exam available at Iônica
» Audio track available at Iônica

Class Plan

In Advance

A few days before:

› *download the exam from Iônica and have copies made;*

› *read the Exam Guidelines available at Iônica in order to familiarize yourself with the exam characteristics and be able to answer students' questions.*

In the previous class:

› *explain to students that, on the day of the exam, they will take a mock test that simulates an international exam. Talk about the importance these exams can have in their lives, for example, opening doors for them to study or work abroad as international language certificates are usually recognized by many international institutions;*

› *discuss test-taking strategies they can use during exams, like time management. Leaving difficult questions to the end is one example.*

Beginning

Arrive before students and check if you have all the necessary materials to start the exam. Check if desk arrangements are adequate: they must discourage students' interaction as well as leave enough space for you to move around to help, if necessary. Remove any poster or other display that can offer answers to the exam questions.

Explain to students the test is divided into three parts: **Reading and Writing**, **Listening**, and **Speaking**. Hand the test out. Tell students to only open the question papers when you tell them to do so.

Developing

Explain to students they will start the test. Ask them to, first, write their names and date on the front page of the test.

Reading and Writing

For this section, tell students that if they need to talk to you, they should raise their hands and wait for you to approach them.

Listening

Before starting this section of the test, advise students that they will hear each part of the exam twice.

Speaking

Help students to feel comfortable during the whole conversation. Candidates to the exam can take the test with another student (or occasionally in a trio). They must have conversations with the examiner (called the "interlocutor" in this part of the exam) and with the other candidate(s).

You may ask help from another teacher for the Speaking section or even leave the speaking section for a second class, if needed.

Ending

Let students know the end is coming by saying something like "You have five more minutes until the end of the exam." When you say "Time is over now," ask them to stop where they are and hand over their tests immediately. Collect everything and make sure students have written their name on the question papers.

UNIT 7

Lesson 1 | Part 1

Contents

» Cultural magazine
» Performance calendar

Objectives

» Read extracts from a program

Materials

» Student Handbook, page 74

Class Plan

Beginning

Write on the board "Ways people can express feelings and emotions." In groups, students list the ways they can think of. Some possible answers are singing, playing an instrument, dancing, acting, drawing, painting, writing, etc. After some time, groups take turns saying what they thought of. Have an initial talk with the group, asking them which of these they can do and which they like to see. Ask if they ever go to concerts, dance performances, museums, etc. and what they like best about them.

Developing

Activity 1

Focus students' attention on the picture and ask them to look at the title and other pieces of information in it. Encourage them to guess what **Sep** and **Oct** stand for from the context. Do this activity collectively.

Activity 2

Have students work individually at first. Ask them what **Broadway** is, if they cannot answer item b.

Activity 3

Explain that the word **through** indicates the final time, day, or month in a sequence, so if the initial date is October 18th, the 19th and the 20th are also included.

Tip

João Cabral de Melo Neto (1920-1999) was a Brazilian poet and diplomat born in Recife. His most popular work is Morte e Vida Severina, *a dramatic poem written in 1955, which talks about the very hard times experienced by poor people in the Northeast of Brazil because of severe drought.*

Think Tank

Curiosity is an important element of critical thinking. Through curiosity we want to know more about things and be better informed. Encourage students to find out more about the Kennedy Center, Dog Without Feathers, and other dance performances. You can also ask the following questions: "Is there a cultural center in your city?", "If not, is there one in a city near you?", "What is it like?", "Have you been there?", "What did you see?", "Would you recommend it? Why?"

Ending

Show the video *Dog without Feathers (Cão sem Plumas)*, by Companhia de Dança Deborah Colker, available at http://ftd.li/2kadta.

Option: Have students complete the following sentence with their own words:

Music is _____.

Have students show it to each other.

Answers

Activity 1

a) a cover; b) cultural center bimonthly magazine.

Activity 2

a) *The Human Journey*; b) *Little Shop of Horrors*; c) *Get Out* and *Star Wars*

Activity 3

a) *Dog without feathers*; b) Performance Calendar; c) On October 18th, 19th, and 20th. d) At 8 p.m. e) In the evening.

Lesson 1 | Part 2

CLASS

Contents

» Prepositions of time
» Dance professionals

Objectives

» Use prepositions of time (**in**, **on**, **at**)
» Use suffixes **-er**, **-or**, and **-ist** to form new words

Materials

» Student Handbook, page 75
» A ball
» An English dictionary

Class Plan

Beginning

Have students make a big circle and pass a ball around. As they do so, have them say the 12 months of the year, the 7 days of the week, and the 4 periods of the day.

Developing

Activity 4

When correcting, tell students that **night** is an exception to the rule and the correct preposition is "at night."

Activity 5

Ask students to write four sentences about themselves using the prepositions of time. This may be assigned as homework.

Activity 6

Students can check their answers in the Word Bank.

Activity 7

If necessary, ask students to use a dictionary to complete the second column and do some research about important professionals in each area. Also, have students compare **composer** and **photographer**, and call their attention to the fact that when the word ends with **-e**, you should only add the **-r**.

Tip

*Although there is the word **actress**, the gender-neutral word **actor** is now more common for men and women.*

Ending

Divide the classroom into three sections: IN, ON, AT. As you say time expressions, students go to the corresponding section and repeat the time expression.

Example:

Teacher says "January."

Students move to the IN section of the classroom and say "In January."

Teacher says "Seven-thirty."

Students move to the AT section of the classroom and say "At seven-thirty."

Answers

Activity 4
Period of the day, months, and years: in
Days (of the week, months, or years): on
Time: at

Activity 5
a) in; b) on; c) at, on; d) on; e) in

Activity 6
a) soloist; b) director; c) dancer; d) choreographer

Activity 7
act: actor; art: artist; compose: composer; photograph: photographer

CLASS

Lesson 2 | Part 1

Contents

» Podcast
» Different types of dances

Objectives

» Listen to a podcast about dance
» Think about diversity in dance culture

Materials

» Student Handbook, page 76
» Audio track

Class Plan

Beginning

Organize the class in two teams and play Hangman with some of the following words: **dancer**, **director**, **soloist**, **choreographer**, **actor**, **artist**, **composer**, **photographer**, **songwriter**, **conductor**, **DJ**, **percussionist**, **singer**, and **guitarist**.

Developing

Activity 1

Ask students to do this activity in small groups.

Activity 2

Before you play the audio, if necessary, explain what a **podcast** is (a series of audio files, called episodes, on the internet. They can be accessed at any time and in any order the listener wishes). Ask students if they subscribe to any podcasts and, if so, what the main topic is. After you have played the audio, ask them what the podcast is called (*Dance and Culture*) and if they would be interested in subscribing to it.

Audio Script • Track 48

***Mila**: Hiiiiii everyone! Welcome to another episode of Dancing and Culture. Today we are going to talk about typical dances around the globe. Does your country have a typical dance? What is it? Post a picture with the hashtag #miladancingandculture and tell us a bit about it. Here with me is Lukas. Lukas, what's your country's typical dance?*

***Lukas**: Hello everyone on the other side of the screen! I am from a beautiful country with beautiful cities and splendid nature. A typical dance from my country that I love is the Barynya. Barynya is a fast folk dance and music. You need to have very strong legs to dance it!*
***Mila**: OMG! I think I know the answer. But let's reveal it later, right, Lukas? Now, who's next?*
***Pedro**: Hi, me. How are you? Well, my country's typical dance is called Vira which means "turn". Pairs can dance holding each other's arms or they can dance with their hands in the air, snapping their fingers.*
***Mila**: Mmm … sounds very interesting. And now we have Yanina. Tell us about your country's typical dance, honey.*
***Yanina**: Hi, Mila! I'm not from this country but I was in Central America last year and I watched a performance of El Tamborito. My family and I were amazed by this dance. It's a very romantic dance. The couples weren't professional dancers. They dance to keep their culture alive. The man tries to impress the woman with fast dancing and movements with his hat.*
***Mila**: It must be amazing to watch live! I wasn't prepared for so much cultural information, everyone! Wow! Well done!*
Thank you everyone. This was another episode of Dance and Culture. Where you learn how dancing can teach you about other country's customs and traditions.

Activity 3

Explain that the teenagers in the podcast do not say what country the dance they are describing is from and that they can rely on what they already know about dance and culture to do this activity. Also, reinforce the fact that one of the dances in the pictures was not mentioned.

Fine-tuning

If you feel students need more support, ask them to go through the images in trios and guess where the dances are from together. On the other hand, if you feel they can be challenged, ask them to write some of the words in the descriptions that helped them to do the matching (a) strong legs, b) hands in the air, c) romantic dance, hat).

LISTENING

UNIT 7 • Moonwalk Dance

Contents

» A tutorial for the moonwalk dance move

Objectives

» Predict content of the audio by its genre
» Identify important details
» Integrate what was learnt from the audio text into existing knowledge and give own opinion

Materials

» Student Handbook, pages 237-238

Class Plan

Beginning

Ask if any of students know how to do the moonwalk dance move and invite them to show it to their classmates. Play a background song. If no one knows the moonwalk, show a video of this move.

Developing

Activity 1

Have students open their books to page 237.

Ask a volunteer to read the instructions and the possibilities in activity 1 and help with language if necessary.

There is no need to reveal the identity of the person on the picture (Michael Jackson) yet, at this point.

Pair students up and allow them some time to do the activity. Invite a few students to share their guesses.

Activity 2

Have students look at the picture and describe what they see. Read the instructions, the questions and their options, and have students answer them individually.

Michael Jackson did not invent the move, but he made it popular in the '80s.

Activity 3

Ask a volunteer to read the instructions and the statements. Check students' comprehension of language and instructions.

Tell students that in the video they will watch an online tutorial on how to do the moonwalk.

Tell students you will play the audio twice: a first time for them to complete the activity and a second time to double-check their answers.

Play the audio twice.

Audio Script • Track 7.1

Hey, guys, welcome back to another tutorial. My name is Mihran Kirakosian. Today we're gonna focus on the moonwalk. The moonwalk was probably one of the first steps that I learned as a little boy so I'm super excited to teach it to you guys. Let's not waste any time. Here we go.

To start this move off, stand in profile so you could see yourself in the mirror. The first thing you wanna do is to bring that right leg up, come up on your toes É So the whole idea, the illusion is you push with the right leg to start it off. You're gonna slide the left leg back and you're gonna to switch weight. So the right leg goes down, you push the left back. When you're pushing the left leg back, keep it flat on the ground. Right leg is up on toes, left leg is flat. Now we're gonna push, we're gonna use all this weight that we have to push down and slide the left leg back and then switch. And then on that switch the left leg comes up, the right leg is down. Now, from here you're gonna have to drag the right leg back, ok, and when you drag it stays flat on the floor. I've seen people pick it up, do not pick it up. Keep it flat on the floor, drag it, drag it, drag it and then switch. Ok? From there you can do the same thing, you're gonna to drag the left leg. Drag, switch. Ok? So let's try it one more time. Right leg up, ok, remember: up on the toes. You're gonna push the leg down, you're gonna take the left leg back and one. Good.

Now, it's really, really important, timing wise, when the right leg hits flat on the ground the left leg comes up. Together, ok? So right is there, right is up, on toes, left is flat, switch. Good. And then switch again, switch again. Ok.

Kirakosian, Mihran. "How to Moonwalk (Dance Moves Tutorial)." YouTube. February 1, 2017. Accessed April 9, 2019. https://www.youtube.com/watch?v=QGm6v9-1ZBU. Excerpt from 0:08 to 2:04.

Lesson 3 | Part 1

Contents
» Dance moves

Objectives
» Listen to a choreographer talking about dance

Materials
» Student Handbook, page 78
» Audio track

Class Plan
Beginning
In groups of five, students sit in circles and one of them says a sentence using "was" such as *I was at home in the morning*. The next student repeats what they said and adds one more sentence: *Muriel was at home in the morning and I was at the club last night*. The challenge is remembering what everyone said. A second round can be played with negative sentences.

Developing
Activity 1
Before opening their books, ask students if they know any dance moves and where or how they learned them.

Activity 2
Have students do this activity in small groups. This way they might feel more comfortable demonstrating the dance moves they know.

Tip
If you know a dance move, and you're not shy, teach students how to do it. This will establish a lighter tone for the class and encourage other students to do the same with the moves they know.

Activity 3
Have students read the stems and the options in this activity before they listen to the audio.

Audio Script • Track 49
This is the bop. The bop is a type of social dance. Dance is a language and social dance is an expression that emerges from a community.

A social dance isn't choreographed by any one person. It can't be traced to any one moment.

Each dance has steps that everyone can agree on, but it's about the individual and their creative identity. Because of that, social dance is bubble up, they change and they spread like wildfire. They are as old as our remembered history. In African-American social dances we see over 200 years of how African and African-American traditions influenced our history. The present always contains the past. And the past shapes who we are and who we will be.

Brown, Camille A. "A Visual History of Social Dance in 25 Moves." Ted. June 2016. Accessed March 6, 2019. https://www.ted.com/talks/camille_a_brown_a_visual_history_of_social_dance_in_25_moves. Excerpt from 0:05 to 1:03.

Language Variation

Camille Brown is American and it might be interesting to draw students' attention to the pronunciation of "community" in "Dance is a language and social dance is an expression that emerges from a community."

You may tell students that this final **-ity** sounds like **-iry** in the American English variation. You may also call their attention to the pronunciation of the word "can" /kæn/ in the sentence "Each dance has steps that everyone can agree on," which in British English sounds more like /kɑn/.

Tip
Camille Brown, born in New York in 1979, is a choreographer, dancer, and artistic director of the dance company Camille A. Brown and Dancers. She says her movement language brings together African, tap, hip-hop, social dance and jazz and she is now a star choreographer in the dance world.

Ending
Divide the class into four groups. Assign one of the four types of dance moves to each group. The groups should research about these moves and perform it to the rest of the class.

Answers

Activity 1
a) the running man; b) the floss; c) the whip; d) the bop

Activity 3
a) the bop; b) social dance

Activity 4
language; expression; communit

CLASS

Dance | Part 3

Contents

» Ballet

Objectives

» Work on reading for comprehension activities
» Notice the use of reference words and pronouns
» Infer meaning from context
» Notice different meanings for the same word

Materials

» StandFor Projects – *Dance* portfolio

Class Plan

Beginning

Ask students to read the sentences taken from the text and say what the words in bold refer to. When correcting, tell them the words are pronouns and are usually used to replace words or even ideas. And mostly used to avoid repetition.

Developing

#postreading

Activities 1 and 2

Ask students to do the activities individually. After they are done, ask them to compare their answers with a classmate. Then check the answer with students and write them on the board.

Activity 3

In pairs ask students to try to work out the meaning of the words in French that appear in the text. Have them find the words in the infographic and help them infer meaning from context.

Activity 4

Ask students to read the sentences and identify if the word **ballet** refers to dance (D), performance (P), or music (M). Students do the activity in pairs. After they are done, compare the answers with a different classmate. Then check the answer with the class. Ask students which word with different meanings they know.

Activity 5

Have students read the questions and discuss them in trios.

Ending

Present their final project: a four-page folder. Use the **#it'syourturn** portfolio section to go through specifics.

Tell students that, as a homework, they will choose one of the famous ballets from the list in the infographic and do some research about it.

Go over the **#researchtime** questions one by one and guide students through each of them carefully. Tell them that they need to form groups of three or four. Give all the time left in the class for students to organize themselves for the project. Monitor the groups and help whenever necessary. Make sure all the workload is fairly and evenly shared among group members.

Then list on the board the necessary material for the next StandFor Project class with students. Ask them which paper they would like to produce to their folder and which coloring materials are necessary for that as well.

UNIT 7

CLASS

Lesson 3 | Part 2

Contents

Objectives

Materials

Class Plan

Beginning

Developing

Activity 7

Activity 8

Activity 9

Activity 10

Activity 11

Ending

Lesson 4

Contents

» Timeline

Objectives

» Produce a timeline
» Be eclectic and respect others' preferences
» Evaluate dance performance

Materials

» Student Handbook, pages 80-81

Class Plan

Beginning

Ask students to form a line depending on the day, month, and year they were born. The youngest student should be at one end of the line and the oldest at the other. Encourage them to ask "When were you born?" and answer "On ...".

Developing

Activity 2

Have students do this activity in pairs and underline in the text evidence of each characteristic they've circled.

SEL: Eclectic

Remind students of what was discussed about appreciating diversity and how this can happen in a larger or smaller context. What different ways are there to enjoy being together even when we do not particularly like the same kind of music, movie, etc.?

Activity 3

Elicit the artistic movements students have been talking about (dance, music, and visual arts). Ask them to choose, individually or in small groups, at your discretion, a topic that interests them and do the research proposed in the activity. They may prepare a timeline about the topic in their own context or look at it from a broader perspective.

Remind students to find representative pictures for each event. They could make a presentation of their timelines when finished.

Ending

Have students individually make a list of things they learned in unit 7 and then share with one classmate.

Answers

Activity 1

c

Activity 2

a; b; d; e; f

UNIT 7 • Dance

Contents

» Dance in modern culture

Objectives

» Choreograph a dance
» Reflect on the creative process
» Develop gross motor skills and body consciousness

Materials

» Cards containing visual cues representing steps students may use to choreograph a dance (e.g., clap your hands, one step to the right/left, stomp your feet, jump, etc.)
» Videos with different choreographies from the past and present (e.g., "Thriller" by Michael Jackson, Macarena, Footloose, Lady Gaga, Shakira, Bruno Mars, etc.)
» Favorite dancing songs (you can ask students in advance to bring these songs)

Tip

We suggest that you take students to the yard, gym, or any other open area. Alternatively, you can make space in the classroom.

Class Plan

Beginning

Ask students if they know any famous choreographies or dance moves. Have them talk about for some time and encourage some of them to show some moves to the class.

Show students the videos of famous choreography and ask them if they know them and how they like them. Talk to students about how a choreography usually helps make a song even more memorable.

Explain to students that they are going to choose a song and create a choreography together. Provide students with some options and allow them to choose the song. If possible, you can organize them into two or three groups, and each one chooses a different song. However, keep in mind you that it can be time-consuming and challenging to organize, especially if you have only one music player available.

Alternatively, students can choreograph a dance for the music piece they created in STEAM - Music, if you have completed that class.

Developing

Ask students to stand up. Have them look at the visual aid cards. While you show the cards, ask "What is this?" Tell students to act out the images. Ask them if they think these cards contain movements that they can use to create a choreography. Challenge students to dance using the movements you show them. For instance, if you show a card referring to **clap your hands**, students need to perform the action as if they were dancing.

Ask students "Are these the only dance moves you can use to create a choreography?" Make sure they understand that beyond these, they can create other dance moves or if they are not very comfortable in making different dance moves, they can create movements that relate to the lyrics of the song chosen.

If students struggle in creating dance moves, these videos might help: http://ftd.li/ts4mo2, http://ftd.li/nakha9. Also, you can find some tips here http://ftd.li/rw9kgy.

Tip

Ask students "What do you know about dance?", "Do you agree that dancing can connect people?" Explain to students that dancing has been a part of human lives since the dawn of civilization. Dance can be performed with different functions (social, competitive, ceremonial, etc.).

Have students choreograph a dance for the song. You can ask the help of the P.E. teacher, if possible. Monitor and help them as needed.

Have students practice a lot, and while doing so, encourage them to interact in English as much as possible.

Ending

When students finish, ask them how they feel about creating choreography and how much they would like to do that again. Give them feedback about their work as a team. Remember to compliment them on their efforts so far and congratulate them on their performances. Make sure students understand that dancing is a form of exercise, and they should do it if they like it.

CLASS

Lesson 1 | Part 1

Contents

» Entertainment article

Objectives

» Read about people's first time at the movies
» Read and analyze movie reviews

Materials

» Student Handbook, page 84

Class Plan

Beginning

To get students started, play a variation of Stop with the following two categories: movies and actors. You can ask three different students to say a letter each. In pairs or trios, they should come up with titles of movies and names of actors beginning with those three letters. The first pair or trio to finish says "Stop." If you feel it is taking longer than 2 or 3 minutes, you say "Stop." Ask one or two students to be in charge of checking the scoring (5 points when the same name is mentioned by more than one group, 10 points the group comes up with a different name, 15 points when the group is the only one to come up with a name).

Developing

Activity 1

Encourage students to show interest in their classmate´s opinions by reacting ("Really?", "That´s not for me.", "Me too!") and asking each other questions for more details.

Activity 2

Language Variation

*The people answering the poll are from India, and the English variation used there is British. The words **cinema**, **film**, and **cinema hall** would probably be replaced by **movies**, **movie**, and **movie theater** in American English. As for **mum** and **defence**, the variation is noticeable in the spelling. In American English, these words are spelled "mom" and "defense."*

Tip

There are different ways of dealing with unknown vocabulary: asking students to figure it out through context, paraphrasing, drawing, translating, contextualizing, etc. Here, the suggestion is to put the new word or phrase in a sentence that makes sense to the students. By using the new word in a more familiar context, they can make better sense of it.

Activity 3

Extra Activity

Draw a table with two columns and five rows on the board. Label the columns Himesh and Celina and label the rows: first movie/when/who with/opinion about the movie/memories about the experience. Ask students to read the texts in more detail and complete the table. If they work in pairs, each one could read one of the texts and complete one of the columns. A second step would be reporting on the information about the person they read. This table can also be used to wrap up the lesson with students telling each other about their first time at the movies.

Activity 4

Tip

Himeshi Reshammiya, a music director, and Celina Jaitly, an actress, are very popular artists in Indian cinema today.

Ending

Have students tell each other about their favorite movie or movie series.

Answers

Activity 2

a) Answers to a poll;
b) People's first time at a movie theater

Activity 3

a) Rachana Dubey;
b) Himesh Reshammiya and Celina Jaitly;
c) Possible answer: How was your first time at the cinema?

Activity 4

a) *Massom* was the first movie Celina saw in a movie theater. / *Betaab* was the first movie Himesh saw in a movie theater; b) Himesh went to the movies with his mom and dad; c) Himesh enjoyed the movie, seeing everything big in the screen and the popcorn; d) Celina was a little girl when she went to the movies for the first time.

Fine-tuning

Before playing the audio, ask volunteers to describe one of the characters without saying their names. By doing this, you will allow stronger students to put into practice what they already know and help other students to warm up for the listening.

Audio Script • Track 55

1. *She has long gray hair and brown eyes. She has a long pointy nose and a big red mole on her forehead.*
2. *We don't know much about him, except his appearance. He is bald and has a long nose.*
3. *She has long black hair and black almond-shaped eyes.*
4. *He has big brown eyes and short hair. In the beginning of the movie, he is sad and insecure. Later you discover that he is very talented and imaginative.*
5. *She has long red hair and blue eyes.*
6. *He is chubby and has a long mustache.*

Activity 6

Ask students to do this activity individually first and compare their answers with a classmate when they finish.

Activity 7

In pairs, students should describe their movie character, using words to describe people. As they listen to their classmate, they should draw the character being described. When both students have done the drawing, they should look at each other's character and talk about how similar they are to the original image.

SEL: Describing People

Ask students to discuss this in small groups. The answers should include ideas about weight and skin color, for example. Talk to them about the power of words and how they can hurt people's feelings.

Ending

In pairs, have students describe other classmates to each other and guess.

Answers

Activity 1

a) action/adventure; b) comedy; c) animation; d) documentary; e) musical; f) drama; g) adventure/comedy; h) sci-fi

Activity 2

Possible answers: fantasy, historical, horror, romance, thriller, war, Western.

Activity 4

a) 2nd; b) 6th; c) 4th; d) 8th; e) 5th; f) 7th; g) 3rd

Activity 5

a) 4; b) 6; c) 2; d) 1; e) 5; f) 3

Activity 6

a) eyes: blue, brown, dark, green

b) height: medium height, short, tall

c) hair: bald, black, blonde, brown, dark, curly, long, straight, short, shoulder-length

d) weight: chubby, overweight, slim, thin

Activity 7

Personal answer.

CLASS

Lesson 4 | Part 1

Contents

» Movie reviews

Objectives

» Read and analyze movie reviews

Materials

» Student Handbook, page 90

Class Plan

Beginning

Call on a volunteer to think of a movie. The other students will find out which movie it is by asking questions.

Developing

Activity 1

Ask students to compare their order of importance and ask if there are any other reasons why they decide to watch a movie.

Activity 2

Ask students to read the reviews and decide which one is more positive. Have them justify their opinions in pairs and decide together on the score. If you want, tell students that the scores were 6/10 and 10/10, respectively.

Language Variation

*In the Review b, the word **favourite** is the British English spelling for **favorite** in American English.*

Think Tank

Have students consider situations in which reviews, not only for movies but in general, may be useful and encourage them to think about the audience for their writing.

Activity 4

When you check students' answers, ask them to select an excerpt from the review to justify their answers.

Ending

Tell students about your favorite movie. Allow them to ask questions about it.

Answers

Activity 4

b) 3; c) 2; d) 4

UNIT 8 • Spoiler Alert!!!

Contents

» Socio-emotional learning
» Social awareness
» Relationship skills

Objectives

» Understand social norms for behavior
» Communicate clearly

Materials

» Student Handbook, pages 277-278
» Spoiler video

Class Plan

Beginning

Ask students to form pairs and explain that they have a minute to find out a movie they both have seen and another movie that just one of them has seen. Ask them to focus on the movie they both have seen for now and write some information about it. Ask them to discuss what they knew about the movie before watching it and the most important and surprising events they found out watching the movie. Have them talk about how they would feel if someone had told them about these unexpected details of the story before they saw it. Allow them to share some ideas with the whole class. Then write the word "spoiler" on the board. Ask them if they know what it means (information about a movie, series, etc., that gives away essential facts and may ruin the pleasure for who is currently watching it – it may also be used in the context of books). Listen to their ideas but do not correct them. This concept will be explored in the video.

Developing

Before watching the video

Ask students to open their Student Handbook to page 277 and observe activity 1. Have them read the rubrics and the questions in the table and elicit what they need to do. Answer any questions they might have. They should write down the name of two classmates and interview them. Discourage them from forming trios by explaining that in pairs they will have more opportunities to talk and reflect on their attitudes towards the topic. When they finish, ask students the last question ("Do you think that knowing the details of what happens in a TV shows or move can ruin it for you?") and ask them to raise their hands if their answer is "yes." Whatever the result, ask students to name a few reasons why knowing too much about a movie or TV show can be annoying.

While watching the video

Video – Part 1 (0:00-0:40)

Tell students they are going to watch the first part of another video produced by Amber and Nicholas. Play part 1 once and ask them the following questions.

› What is Nicholas doing? (He's watching a movie.)

› What does Amber tell Nicholas? (That the guy dies at the end of the movie. She gives out details about the movie Nicholas is watching.)

› How does Nicholas feel about what Amber tells him? (He feels mad/angry/upset.)

› Why does Nicholas cover his face? (Because he is upset.)

› How do we know that Amber did not tell him by "accident"? (Amber gives an "evil laugh.")

Video – Part 2 (0:46-3:10)

Write on the board "Amber, why did you have to spoil this show for me?" referring to part 1 of the video. Write the word "spoiler" and ask students to remember what they said spoilers were at the beginning of the class. Have them write down some ideas and explain that they are going to check their answers. Play the second part once and have students check the explanation for spoiler.

Then write the following questions on the board and instruct students to pay attention to the answers in the video. Play the second part again and have them answer the questions. When they finish, ask them to compare in pairs. If necessary, play part 2 again.

› What are some typical spoilers? (That guy dies at the end./In the end, it's just a dream, and everyone is actually an alien.)

› Why are spoilers bad? (Because it ruins a show or movie for some people who usually like the surprise and the thrill of not knowing what's going to happen in the story.)

REVIEW

CLASS

Units 7-8

Contents

- [illegible]
- [illegible]
- [illegible]
- [illegible]
- [illegible]
- [illegible]
- [illegible]
- [illegible]
- [illegible]

Objectives

- [illegible]
- [illegible]
- [illegible]

Materials

- [illegible]
- [illegible]
- [illegible]

Class Plan

Beginning

[illegible]

Developing

UNIT 7

Activity 1

[illegible]

Activity 2

[illegible]

Activity 3

[illegible]

Activity 4

[illegible]

Activity 5

[illegible]

Activity 6

[illegible]

Activity 7

[illegible]

UNIT 8

Activity 1

[illegible]

Activity 2

[illegible]

Activity 3

[illegible]

Activity 4

[illegible]

ASSESSMENT

CLASS

Units 7-8

Contents

» Content from units 7-8

Objectives

» Assess what students have learned in units 7-8

Materials

» Test available at Iônica
» Extra activities (optional)
» Readers (optional)

Class Plan

In Advance

› *A few weeks before the due date, take the test in one sitting and write down the time you spent. Multiply it by around 5 to 8 times and this is the time students will need to complete their tests.*

› *Make sure students can do the activities independently as they must remain in silence in order to not disturb other students who are still answering the test.*

› *Consider students' characteristics and knowledge. Make changes in the test to guarantee that it fits the time slot you have and it reflects what happened in the classroom.*

› *Check if you will need sound equipment and make the necessary arrangements.*

› *Prepare extra activity worksheets and get some readers from the library to give to students who finish the test before others if there is not a waiting room or supervised area they can go to.*

Beginning

Arrange students' desks in a way that they are not too close to see each other's answers.

Developing

Tests are typical examples of summative assessments. They are formal, usually administered at the end of a course or unit, only in few times in a year because they aim to measure students' learning over a period of time. However, they are only one among many other forms of assessments you may use to collect data about your students' academic knowledge and English proficiency level. In addition to summative assessments, you may use formative ones. These are informal and ongoing evaluation tasks and activities to monitor progress toward a specific objective. Whether using summative, formative, or both types of assessments, use the results to know more about students' strengths and weaknesses so you can adapt lesson plans, personalize instruction, and choose learning materials to better meet their needs.

Go Further

› *For formative assessment ideas, visit https://ftd.li/ut8gpg and https://ftd.li/nbbfso.*

› *Read about the difference of summative and formative assessments at https://ftd.li/pogkj6 and https://ftd.li/rvaei5.*

Classroom Management

› *Answer questions students may have about the instructions.*

› *If students do not know the answer to a question, advise them not to leave it blank. Teach them some strategies such as to eliminate answers they know are not correct; to pay attention if two alternatives are similar; to look for cues from other questions or from the picture they are looking at. Some suggestions: "Do you understand what you have to do here?", "Which alternatives you know are wrong, so you can eliminate?", "What is the most probable answer?", "[Look at the picture/Read the text] again with more attention. The answer is there."*

› *Sometimes students only need reassurance, so they ask questions to know if they are correct. In this case, motivate and boost their self-confidence by saying they are capable of answering the questions on their own. If you tell them their answer is right or wrong, students will repeatedly ask for more.*

› *During the tests, be alert and monitor students by walking around the classroom to make sure students do not cheat or distract other students.*

› *If some students finish the test before the others and there is not waiting room or supervised area they can go to, tell them to remain silent while other students finish their tests. You may offer them a book to read or a worksheet they can draw, color, or answer without your assistance.*

A Song in a Poster

Contents

» Text organization

Objectives

» Develop listening for specific information skills
» Represent words in images and shapes

Materials

» Any song students like (lyrics should be appropriate to the group profile – print out the lyrics in large font size and cut out each sentence, prepare some verses per group of 3-4 students)
» Sheets of poster paper (one per group)
» Pictures (different pictures related to the song, cutouts)
» Glue
» Art supplies (optional)

Class Plan

Beginning

Select a short dialogue and write the sentences on the board in random order. Ask students to order the lines.

Developing

Divide students into small groups (3-4 students). Give each group a set of slips of paper with the verses of the song. Each group should get part of the song. Give them some time to go through the sentences and ask them if they know what song it is.

Play the song and ask students to put the lines in the correct order. Play it once or twice, as necessary. Play it again and invite the corresponding group to sing along.

Give a sheet of poster paper to each group and ask students to create a poster representing that part of the lyrics of the song. Allow them to glue pictures, draw, or decorate the poster freely. Monitor their progress closely and allow their imagination to flow. They can glue the part of the lyrics in the correct order on the poster as well.

Ending

Ask groups to work together to put the parts of the song in order. Stick the posters on the wall or on the board. Play the song again and have them follow the lyrics and images on the posters.

CLASS

Is English There? | Part 3

Contents

» Use of English as an nonofficial language through time

Objectives

» Produce a timeline with images

Materials

» Student Handbook, pages 104-105
» Students' findings and formularies
» Large sheets of paper
» Coloring pencils
» Internet access

Class Plan

Beginning

Activity 4

After collecting students' findings from home, they should get together in class in small groups to share their results and reflect on the differences and similarities. Collect students' contributions on the board and have them take notes of the results.

Developing

Activity 5

Talk to students about the main characteristics of a timeline:

› there must be a title;
› facts are recorded in chronological order;
› dates are included; images are also an integral part of the text.

Tell students to keep these in mind as they work on their timelines.

Divide students into the five previous groups. Tell them to use large sheets of paper and coloring pencils to draw a huge timeline that will cover one or two large walls in the classroom or in the hallway. They can draw or find images on the internet illustrating the words and phrases in English that appeared in the daily lives of the three different generations.

Ending

Students can use the rest of the class to finish producing the timeline.

STEAM PROJECT

CLASS

Music Creator Challenge | Part 1

Content

» Kinds of music

Objectives

» Discuss the process of music creation

Materials

» Student Handbook, pages 106-107

Class Plan

Beginning

Tell students to form two concentric circles. The ones in the inner circle should turn around and look at their classmate in the outer circle. Explain that you will ask them a question and they will talk to each other. Every time you say "rotate," the students in the inner circle should move to their right and face a new classmate. You may use some of these questions:

› What kind of music do you listen to when you want to dance?

› What kind of music do you listen to when you want to sing along?

› What kind of music do you listen to when you want to run?

› What kind of music do you listen to when you want to relax?

› Do you only listen to music or do you create music by singing and/or and playing instruments?

› Do you express yourself through music?

Ask students to sit with the last person they talked to and ask them to share some of the answers their classmates gave.

Developing

Before asking students to open their books, elicit some of the kinds of music they mentioned in the previous activity and write them on the board. Also, write the question "Does music help people to express feelings?" and ask them to answer it in pairs, encouraging them to justify their opinions with facts or examples. Ask some students to report on their discussion.

Ask students what they remember about the project in which they built a stool and make a list on the board with the steps they recall. Say that, once again, in small groups, they will create something together and that it has to do with something you've been talking about in class. Can they guess what they will create together?

When students have guessed, focus their attention on the title, pictures, and the question "Can you create a piece of music to express feelings?" Ask them what they think about it and how easy or difficult they think it will be. Form groups of 3 or 4 students and ask them to predict what difficulties they might have to face this challenge effectively. Talk about their ideas and ask what might be fun about creating a piece of music together.

Get students to discuss the questions proposed. Encourage one of the group members to take notes of the discussion and choices at this stage. Before they move on to the next step, talk to the groups and ask them to tell you their plan. Encourage them to consider different aspects of the task and ask further questions to trigger a discussion.

› Which feeling or feelings do you want to express?

› Do you want to express a sequence of feelings or only one?

› What kind of melody do you think would be appropriate?

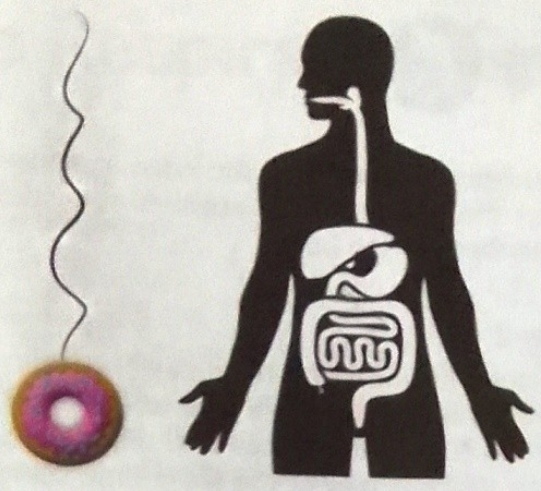
› Which instruments do you think you'll need?

› How can you create a piece of music without musical instruments?

› Which elements do you think are important to include in your melody?

Ending

After this first discussion, remind students that they have a mission: to create music that expresses feelings using an online tool. Tell them to be prepared to do so on the next STEAM class.



Ending

Have students present their posters. They must explain the pathway food follows in the digestive system by moving their "donut" through the digestive tract and saying the name of the organs. Make sure students do not allow the donut to go into the pancreas or liver.

Tip

As homework or review, you can assign the online games available at https://ftd.li/8qb2ke.

Answers

Activity 1

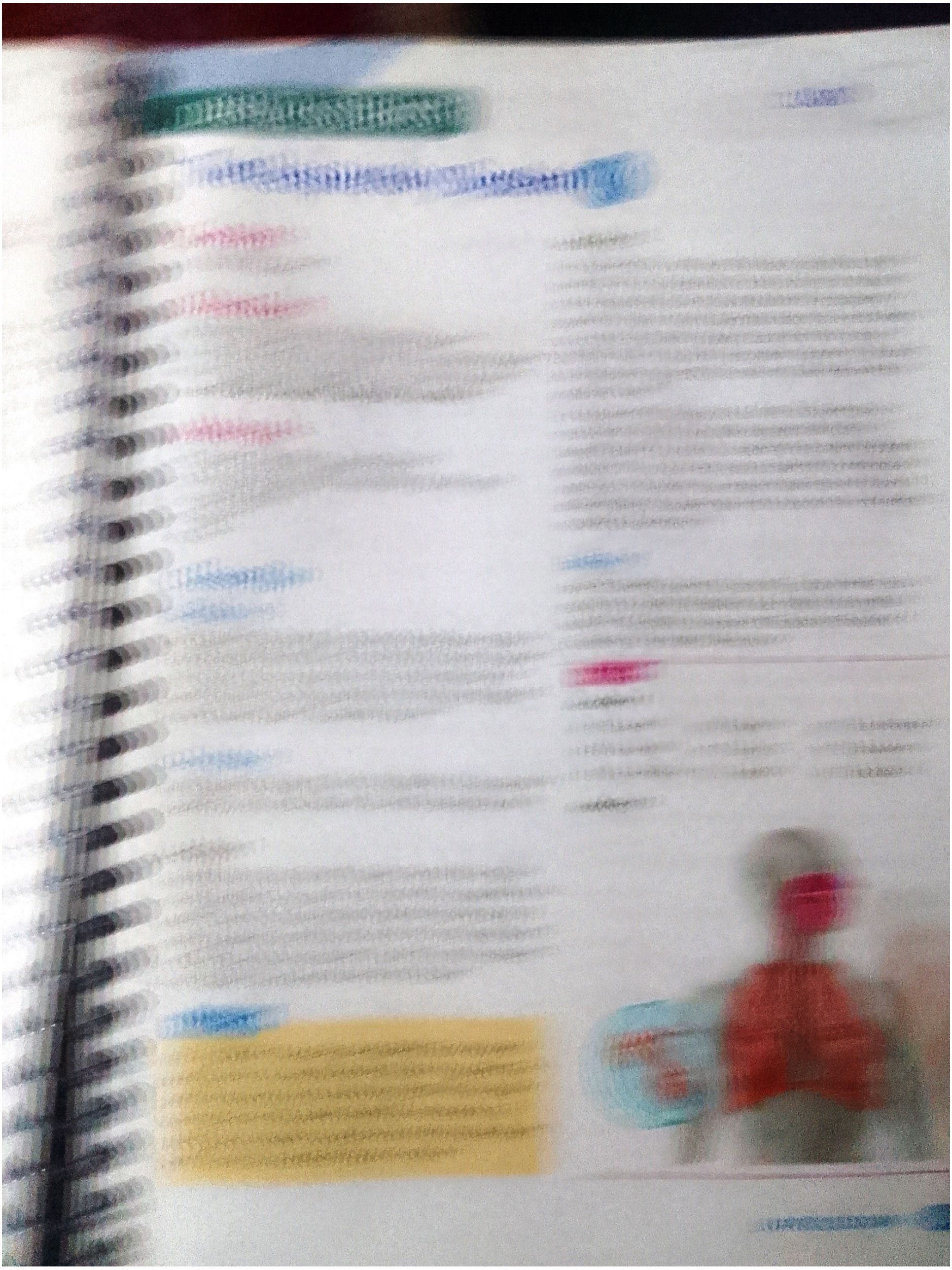
a) digestion; b) absorption; c) nutrients

Activity 2

a) esophagus; b) liver; c) stomach; d) pancreas; e) large intestine; f) small intestine

Activity 3

a) Oral cavity	[d] stores and mixes food. Digests proteins and the acid kills harmful bacteria.
b) Pharynx	[a] is where food is crushed, moistened, and formed into bites.
c) Esophagus	[e] digestive glands – they produce substances that help in food digestion.
d) Stomach	[b] swallows food.
e) Pancreas and liver	[f] absorbs nutrients.
f) Small intestine	[c] transports food to the stomach through peristalsis.
g) Large intestine	[g] is where water and mineral salts are absorbed and feces are removed.



Activity 3

a) living room, b) kitchen, c) garage, d) back yard, e) bathroom, f) laundry room, g) bedroom, h) dining room

Activity 4

a) There are, b) there is, c) is there, d) There isn't, e) are there

Activity 5

a) bring, exciting, language, thing, wrong

Lesson 3

Activity 1

a) bed, b) back, c) leg, d) leg / leg/rap, e) rug, f) wardrobe

Activity 2

a) on, b) next to, c) under, d) in, e) next to, f) on

Activity 4

English	Your language (Possible answers)
assistant	asistente
conversation	conversación
culture	cultura
difference	diferencia
excellent	excelente
family	familia
intelligence	inteligencia
modern	moderno
problem	problema
vegetarian	vegetariano

Lesson 4

Activity 1

a) Hostel, b) Resort, c) RV park, d) Rented house, e) Hotel

Activity 2

a) awful — dirty
b) polite — messy
c) tidy — great
d) quiet — noisy
e) clean — rude/impolite

Activity 3

a) messy, b) dirty, c) polite, d) noisy, e) great, f) awful

Activity 4

a) Kind of accommodation: hostel; Positive or negative: positive; Why?: fantastic Angkor Wat sunrise tour, rooftop pool

b) Kind of accommodation: rented house; Positive or negative: positive; Why?: beautiful and comfortable house, they are very nice and friendly, they rent bikes

c) Kind of accommodation: hotel; Positive or negative: negative; Why?: we had a very rude, [illegible] and the bed [illegible]

UNIT 6

Lesson 1

Activity 1

Activity 2

a) father's/mother's, b) son's/daughter's, c) stepmother's/stepfather's

Activity 3

Four people

Activity 4

a) F, b) F, c) T, d) T, e) T

Lesson 2

Activity 1

a) Where does the [illegible]
c) Where does the live?

Activity 2

a) Yes, they are, b) No, she does, c) [illegible] she does, e) No, they don't, f) Yes, [illegible]

Activity 3

great, made, name, way

Lesson 3

Activity 1

a) me, b) you, c) him, d) her, e) it, f) us, g) them

Activity 2

a) my, b) [illegible], c) him, d) her, e) my, f) [illegible], g) [illegible], h) his, i) my, j) [illegible], k) [illegible], l) [illegible], m) [illegible], n) [illegible], o) [illegible], p) [illegible], q) [illegible], r) [illegible], s) [illegible], t) [illegible], u) [illegible], v) [illegible], w) [illegible], x) [illegible], y) [illegible], z) [illegible]